

DISTRICT OF COLUMBIA

Report of the Board of Education

1928-29

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WASHINGTON



REPORT
OF THE
BOARD OF EDUCATION
OF THE
DISTRICT OF COLUMBIA

1928-29



UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON : 1929



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LETTER OF THE PRESIDENT OF THE BOARD OF EDUCATION

From an examination of the contents of this report something may be learned of the actual accomplishment under the 5-year building program. Much has been done, but less than was hoped for and contemplated. At the end of the period, portables and part-time classes continue to disgrace the school system of the Capital of the world's wealthiest and most progressive Nation. To attempt to fix the responsibility for this breakdown is an ungracious task and certainly inappropriate here. The most outstanding effort of the Board of Education since the publication of its last report has been its attempt to register publicly the opinion of the taxpayers of the District of Columbia as to the proportionate part of the revenue of the District they desired expended for public education and to remedy existing conditions of overcrowding. The response of the public, through its organized citizens' associations, its trade bodies, and the generous editorial support of the local press, has encouraged the Board of Education to believe that the end of a long and sustained struggle is now in sight.

An event worthy of special mention is the licensing authority imposed upon the Board of Education with respect to degree-conferring institutions in the District of Columbia. The act is penal in character and was designed to safeguard the citizens of Washington and the educational prestige of the city from fraudulent abuse of the incorporating power. The act was not designed to set up standards of educational content or method, and the licenses issued contain a warning against advertising that the issuance of the same involves an indorsement of educational standards or methods or anything more than that the institution licensed is bona fide and meets substantially the minimum requirements of the act.

A complete compilation of the laws relating to public education in the District of Columbia has been prepared, and is now in process of publication. This work was done by a committee consisting of the superintendent of public schools, Doctor Ballou; Mr. Hine, the secretary of the board; and the president of the Board of Education as chairman. Much credit is due the secretary of the board for the completion of this arduous task, the burden of which fell largely upon his shoulders.

It is due to the efforts of the present Board of Education that the legislative authority to erect the two normal schools into teachers' colleges was secured. The way was also paved for the future development of junior college courses for the benefit of the youth of both sexes of the District of Columbia.

The Board of Education reappointed as superintendent for a further period of three years, Dr. Frank W. Ballou. In so acting the board has testified in the most practical way its complete satisfaction with the exceedingly able and conscientious manner in which, under its authority, Doctor Ballou has administered the public-school system of Washington.

CHARLES F. CARUSI,
*President of the Board of Education
of the District of Columbia.*

OCTOBER 14, 1929.

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CHARLES F. CARUSI,
*President of the Board of Education
of the District of Columbia.*

OCTOBER 14, 1929.

SCHOOL CALENDAR

- 1929—Opening day of school for teachers: Friday, September 20, 1929.
 Opening day of school for pupils: Monday, September 23, 1929.
 Thanksgiving vacation: Thursday, November 28, and Friday, November 29, 1929.
 Christmas vacation: Tuesday, December 24, to Tuesday, December 31, 1929, inclusive.
- 1930—New Year's Day: Wednesday, January 1, 1930.
 Easter vacation: Friday, April 18, to Sunday, April 27, 1930, inclusive.
 Memorial Day: Friday, May 30, 1930.
 Closing day of school for pupils: Wednesday, June 18, 1930.
 Closing day of school for teachers: Friday, June 20, 1930.
 Opening day of school for teachers: Friday, September 19, 1930.
 Opening day of school for pupils: Monday, September 22, 1930.
-

DIRECTORY OF BOARD OF EDUCATION

1928-29

OFFICERS OF THE BOARD

Mr. CHARLES F. CARUSI, *President*.
 Dr. H. BARRETT LEARNED, *Vice President*.
 Mr. HARRY O. HINE, *Secretary*.
 Dr. FRANK W. BALLOU, *Superintendent of Schools*.

Mr. Charles F. Carusi.....	818 Thirteenth Street NW.
Mr. Henry Gilligan.....	Otis Building.
Mrs. William C. McNeill.....	1423 T Street NW.
Mr. Isaac Gans.....	Saks & Co.
Mrs. Henry Grattan Doyle.....	5500 Thirty-third Street NW.
Rev. F. I. A. Bennett.....	651 Eleventh Street NE.
Dr. H. Barrett Learned.....	2123 Bancroft Place NW.
Mrs. Philip Sidney Smith.....	3249 Newark Street NW.
Dr. J. Hayden Johnson.....	1842 Vermont Avenue NW.

1929-30

TERM EXPIRES JUNE 30, 1930

Mrs. Philip Sidney Smith	Rev. F. I. A. Bennett	Mr. Isaac Gans
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TERM EXPIRES JUNE 30, 1931

Dr. H. Barrett Learned	Dr. J. Hayden Johnson	Mrs. Henry Grattan Doyle
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TERM EXPIRES JUNE 30, 1932

Mr. Charles F. Carusi	Mr. Henry Gilligan	Mrs. William C. McNeill
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The Board of Education organizes each year at its first meeting in the month of July.

The regular meetings of the board are held on the first and third Wednesdays of each month at 3.30 p. m. in the Franklin Administration Building, Thirteenth and K Streets NW.

REPORT OF THE SUPERINTENDENT OF SCHOOLS

To the Board of Education of the District of Columbia.

LADIES AND GENTLEMEN: I have the honor to submit herewith the annual report of the superintendent of schools for the school year 1928-29, which ended June 30, 1929. The matters discussed in this report are so clearly indicated in the table of contents that it is not necessary to introduce the report to the reader.

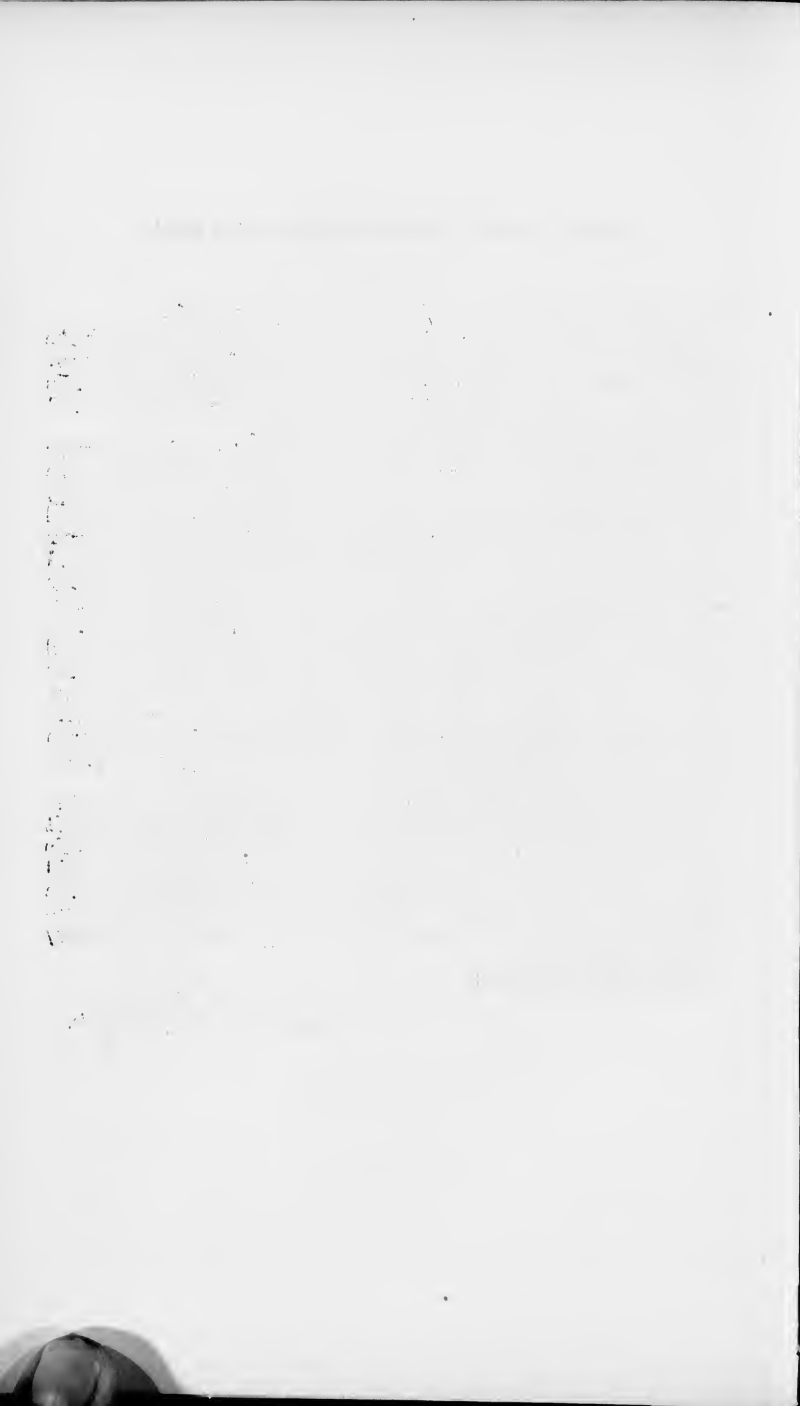
It is my pleasure to advise the board that the *esprit de corps* among all employees of the Board of Education continues to be highly commendable. At all times the press has shown an unusually keen interest in educational progress in the District of Columbia and in the efforts of school officials to bring about that progress. There continues to be a fine working relationship among the Board of Education, the commissioners, the Bureau of the Budget, and the committees of Congress, as evidenced by their uniform desire to provide a satisfactory public-school system in the Nation's Capital.

I desire to assure the Board of Education of the high purpose and devoted service of the officers, teachers, and other employees of the Board of Education, on whose service the success of the school system so largely depends. The officers, teachers, and other employees join whole-heartedly with the Board of Education in our common undertaking to provide proper education and training in the public schools for the citizens of to-morrow.

Finally, I desire to thank the Board of Education for my reelection for a fourth term beginning July 1, 1929. For nine years it has been my pleasure to serve as superintendent of schools in this city. It has been a period of real educational progress. It shall be my earnest purpose to devote all my professional resources to the continuance of that progress. For the uniform courtesy and helpfulness of the Board of Education at all times, I desire to record my grateful appreciation.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.



REPORT OF THE BOARD OF EDUCATION, 1928-29

SECTION I. THE SCHOOL YEAR 1928-29

The school year ending June 30, 1929, witnessed an unusual number of changes in administrative procedure and expansion of the school system, intended to improve the organization and administration of the public schools.

The character of the changes of administrative procedure will be indicated by such topics as the reorganization and consolidation of Divisions I-IX, the establishment of higher qualifications for teachers, and a better provision for the conduct of the business affairs of the school system.

The expansion of the school system to meet increased enrollment and to enlarge the educational program may be illustrated by such topics as the opening of new schoolhouse accommodations, the adoption of a new type of elementary school building, the changes in the use of public-school buildings, the organization of classes for crippled children, and the establishment of teachers' colleges.

1. OPENING OF NEW SCHOOLHOUSE ACCOMMODATIONS

The progress made during the past school year in providing additional permanent schoolhouse accommodations for public-school pupils will be indicated by the following information regarding the buildings or additions to buildings that were opened during the school year 1928-29:

School and division	Capacity		Description	Date of occupancy
	Number of elementary class-rooms	Number of high-school pupils		
Elementary schools:				
Barnard (III).....	8		Addition including assembly-gymnasium.	Sept. 6, 1928
Key (I).....	4		New building.....	Nov. 1, 1928
Margaret Murray Washington Vocational School for Girls.	8		Addition.....	Dec. 13, 1928
Wheatley (VI).....			Assembly-gymnasium.	Dec. 31, 1928
Bryan (VII).....	6		Addition.....	Apr. 8, 1929
Junior high schools:				
Gordon.....	12	225	New building.....	Nov. 3, 1928
Garnet-Patterson.....	12	225	do.....	Dec. 19, 1928
Senior high schools:				
McKinley.....		1,800	do.....	Sept. 17, 1928
Total.....	50	2,250		

2. NEW TYPE ELEMENTARY SCHOOL BUILDINGS

At the meeting of the Board of Education held October 3, 1928, the board adopted as the type plan for elementary schools a 2-story building in lieu of the 3-story structure that had theretofore been considered the typical elementary-school plan.

The former type of building for elementary schools was of the extensible type. The educational, as well as accessory, facilities were so distributed in the type plan for this building that one-half of the building could be constructed and suitably used, the construction of the remaining portion to take place when such additional facilities were needed. One of the important considerations prompting the adoption of the 2-story type is that it provides greater elasticity in construction.

A full description of this new type of elementary school was written by Mr. Robert L. Haycock, assistant superintendent in charge of elementary schools, and published in *School Life* for June, 1929. This article follows:

Schoolhouse construction in the National Capital has been moving forward steadily under the impulse of its 5-year building program involving an expenditure of approximately \$20,000,000. This program received the legislative sanction of the Congress of the United States, approved by the President in 1925.

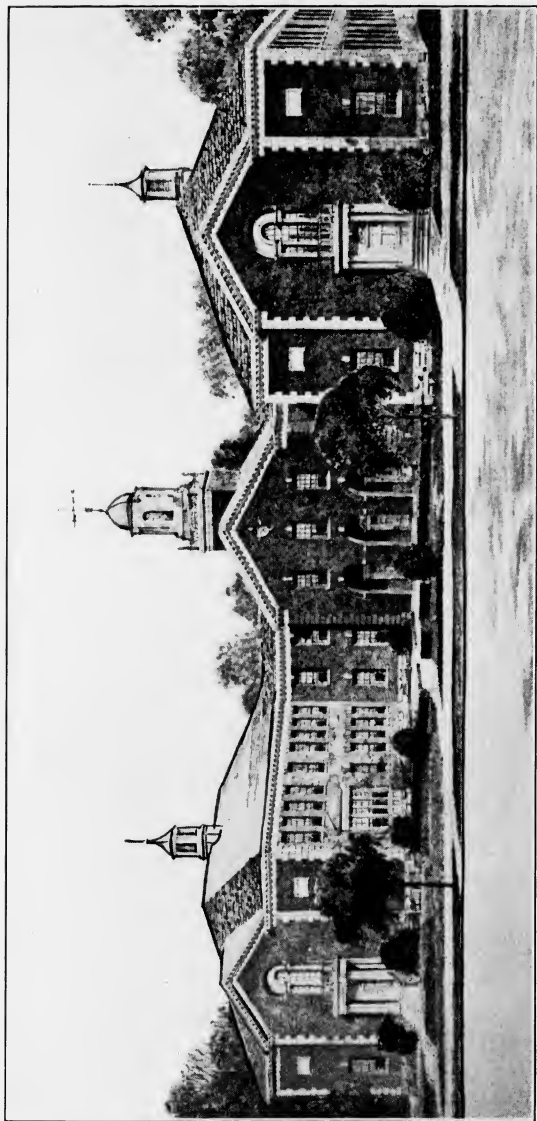
The purpose of the act, as stated in its preamble, was "to provide school buildings adequate in size and facilities to make possible an efficient system of public education in the District of Columbia." Another aim stated in the law was "to provide in the District of Columbia a program of schoolhouse construction which shall exemplify the best in schoolhouse planning, schoolhouse construction, and educational accommodations."

Under the provisions of this law, 15 new elementary-school buildings and 27 additions to existing buildings were authorized. The same legislation also provided for eight new junior high schools and additions to five existing junior high schools.

This ambitious building program centered a task of vast proportions in the office of Albert L. Harris, municipal architect of the District of Columbia. Accompanied by Dr. Frank W. Ballou, superintendent of schools, and others, the architect visited a number of leading cities, especially those engaged in extensive schoolhouse construction, to consult school architects, to see the latest types of buildings, and to gather available information essential for the launching of the big program.

Washington, like many other cities, has been changing its 8-4 plan of school organization into a 6-3-3 plan, whereby senior and junior high school units and elementary-school units are to occupy separate buildings. What Mr. Harris desired to evolve, therefore, was a distinctive junior high type of building and a suitable elementary type adapted to the needs of children in grades 1 to 6. It was decided that these buildings should not be larger than 16 to 20 rooms for elementary buildings, and the capacity of junior high schools be 800 to 1,000 pupils. It was to be expected that difficulties would be experienced by the architect in projecting a single type of building satisfactory for all conditions. Here and there modifications have been necessary because of size of site, contour of ground, and other such conditions. In general, however, the architect has found it desirable to set up his plans around a common model.

All excavating was reduced to a minimum because construction below ground is expensive and such rooms are usually undesirable for school purposes. The only excavated area is that set apart for the heating plant and the janitor's quarters. A 3-story plan was developed for junior high schools, and a basement and 2-story plan (all above ground) was at first adopted for the elementary-school type. On the basement floor in the elementary building provision was made for kindergarten, special activities, lavatories, and play rooms.



THE FEATURES OF THE RECENTLY ADOPTED PLAN FOR ELEMENTARY SCHOOL BUILDINGS IN WASHINGTON INCLUDE A CENTRAL AUDITORIUM AND CLASSROOMS IN THE WINGS



This kind of building was not altogether satisfactory for young children; it was practically a 3-story building; the children were too far from lavatories, and there was waste space on the basement floor. Although these first elementary buildings were compact and comparatively economical from the standpoint of cubage, they gave one a feeling of restriction and afforded little opportunity for architectural elaboration.

A more desirable type of elementary school has been developed recently by Mr. Harris, more pleasing in proportions and ornamentation, and better adapted to all purposes. Whereas the former type was shaped like the letter T, the new type may be conceived as like the letter E, with the tongue of the letter reversed. Reduced to two stories, the building covers more ground area. Between two wings a central auditorium unit, ornamented by an attractive cupola, is set back, thus affording more light and air to all parts of the structure. Using the colonial style of architecture, many pleasing effects have been developed here and there in a most satisfactory way. The approach to the main entrance is made attractive by appropriate landscaping and by a small fountain if desired. Improving the outlook upon this garden spot, bay windows are provided in the rooms facing the front area from the two wings.

Systematic study and attention is given in Washington to the proper treatment of the grounds surrounding school buildings. If a thing of beauty is to be a joy forever, there is good reason for making school surroundings more attractive. Evergreens, privet hedges, and ornamental shrubs are now used in landscaping in connection with the development of lawns, especially at the fronts of the schools. At the rear are the play spaces, and if areas are large enough, a vegetable garden is appropriately placed. If possible, a concreted area is conveniently located near the building for outdoor physical exercises. Teachers look upon this as especially desirable at times when the ground is soft or muddy during spring thaws.

On the ground floor a combination assembly-gymnasium is provided in the central unit. Because of the age of the children very simple equipment is installed for the gymnasium. A moving-picture booth is provided. In each wing two lavatories have been provided on each floor. There is an industrial arts room for boys, and another for girls, equipped appropriately to meet their respective needs. Offsetting the additional cubage required in this type of building, the architect has installed at the rear of each classroom wardrobe cupboards for the children's wraps instead of the usual cloakrooms. On the second floor over the main entrance is a large alcove which may be used very effectively for exhibits or as a museum. There have been provided an office for the principal, the usual storerooms, and a well-equipped teachers' room with a kitchenette.

Taking it all in all, there are reasons for believing that this new type of school which has been developed in the Nation's Capital is a decided step forward in attractive school building, well adapted to elementary children, and affording opportunities for instruction along the most acceptable modern lines.

3. RULE ON POLLING BOARD MEMBERS

Regular board meetings are held on the first and third Wednesdays of each month. Matters of importance that the school officials are not authorized by the rules of the Board of Education to handle sometimes arise between meetings. Under such circumstances the superintendent of schools has requested the secretary of the board to advise members on the matter and secure their vote.

At the meeting of the Board of Education held July 2, 1928, the president of the board called the attention of the board to the fact that the rules were silent regarding the matter of polling the board. He called the attention of the board to the desirability of incorporating in the rules such provision. The board referred the matter to the committee on rules for consideration and report.

Accordingly, at the meeting of the board held October 17, 1928, the committee on rules recommended the following rule, which was

adopted by the board, due notice having been given as required by the rules of the board:

The president, on his own initiative, or at the request of any three members of the board or at the request of the superintendent of schools, may direct the secretary to poll the members of the board on any matter, requiring board action, where such action is necessary before the stated meeting of the board, and it is deemed inadvisable to call a special meeting. Provided the unanimous vote of members in the city be obtained such vote to be not less than a majority of the board, the result of such poll shall constitute the action of the board, and shall be so reported to the president; such action shall also be incorporated in the minutes of the succeeding regular meeting of the board.

4. CASES OF MR. W. J. WALLACE AND MRS. GERTRUDE WOODARD

At the meeting of the Board of Education held January 2, 1929, the decision of the Comptroller General of the United States in the cases of Mr. W. J. Wallace and Mrs. Gertrude Woodard was placed before the board.

These cases were presented to the Comptroller General for a ruling by the auditor of the District of Columbia at the request of the Board of Education, since the board did not feel justified in accepting the ruling of the auditor, whose views regarding these cases differed from the views of the school officials and the Board of Education. The views of the board and the school officers are sustained by the comptroller's decision.

The cases are of such importance that the complete decision of the Comptroller General is submitted herewith for the information of the teachers, officers, and the public.

DECEMBER 15, 1928.

THE PRESIDENT BOARD OF COMMISSIONERS OF THE DISTRICT OF COLUMBIA.

SIR: Consideration has been given to your letter of October 18, 1928, as follows:

"The Commissioners of the District of Columbia have the honor to inclose herewith a report made to them by the Auditor of the District of Columbia regarding the pay of W. J. Wallace and Mrs. Gertrude Woodard, school-teachers in the public schools of the District of Columbia, and to request your opinion on the following questions:

"1. Is the estate of W. J. Wallace entitled to compensation for the period between September 1, 1926, and September 19, 1926?

"2. Whether the board of examiners in the public schools following an original certification for longevity placement, based on previous teaching experience, may subsequently issue a revised certification legally retroactively effective for the payment of additional compensation in the case of Mrs. Gertrude Woodard?"

With respect to the Wallace case, the report referred to in your letter contains a statement as follows:

"1. *Case of W. J. Wallace, deceased.*—The Board of Education submitted to the auditor a pay roll in favor of the estate of W. J. Wallace, deceased, in the sum of \$87.66, covering compensation for the period September 1, 1926, to September 19, 1926. It appears from the evidence in this case that Mr. Wallace reported for duty on September 17, 1926; that he died on September 19, 1926; and that he actually did not teach during that period, as the school year for teaching purposes began on September 20, 1926. The Board of Education maintains that September 17, 1926, the date on which Mr. Wallace reported for duty, was the opening day of school and that he performed all duties required of him under the rules of the Board of Education and that his estate is entitled to compensation for the period beginning with September 1, 1926, and ending September 19, 1926, the day of his death.

"The act of Congress approved May 26, 1908 (35 Stats. 291) provides:

"That the salaries of all teachers, and clerks and librarians in the high and manual training schools, duly elected, whose services commence with the

opening day of school and who shall perform their duties, shall begin on the first day of September and shall be paid in 10 monthly installments, the first payment to be made on the first day of October, or as near that date as practicable, and the payment for the month of June to be made upon the completion of the school term in June: *Provided*, That the salaries of other teachers shall begin when they enter upon their duties.'

"The difference of opinion between the school authorities and the auditor is with regard to the meaning of the words 'opening day of school.' The interpretation placed upon the law by the auditor is that the 'opening day of school' is the day on which the pupils attend school for educational purposes. The Board of Education maintains that the 'opening day of school' is any day that may be fixed by the Board of Education under the rules of the board for teachers to report prior to the day on which the children actually attend school sessions."

The phrase "opening day of school" would ordinarily refer to the first day the pupils are required to attend the schools for instruction. But the phrase is used in the statute with relation to the duties of the teachers and not with relation to the duties of pupils. Accordingly, it is only in connection with the duties of the teachers that the interpretation should be made. The activities of the public schools in the District of Columbia, including the duties of teachers, their periods of service, leaves of absence, etc., are governed by the Board of Education through orders, rules, and regulations. There can be no question but that the Board of Education has authority to determine each year the opening day of school. Therefore, the "opening day of school" as used in the statute is held to refer to the day specifically fixed by the Board of Education, whether or not that day coincides with the day the pupils are first required to report for instruction. There has not been overlooked the following statement made in decision of the Comptroller of the Treasury, dated December 7, 1909, (16 Comp. Dec. 367, 369), construing this same phrase: "The 'opening day of school' clearly refers to the actual day in September when school opens." This sentence would appear merely to transpose the words of the phrase which was not construed with relation to the question here involved.

In memorandum dated November 13, 1928, signed by the assistant superintendent and superintendent of schools, forwarded with your letter of November 13, 1928, it is stated:

CASE OF W. J. WALLACE

"Sections 5 and 6 of Chapter XI of the By-Laws, Rules, and Regulations of the Board of Education of the District of Columbia provide as follows:

"Sec. 5. (1) The annual leave of absence of teachers and librarians shall extend from the day in June designated by the Board of Education as the closing day of school to the day in September designated by the Board of Education as the opening day of school unless otherwise ordered by the Board of Education or a responsible administrative officer of the board.

"Sec. 6. (1) Teachers may be absent from duty because of personal sickness, the presence of contagious disease, death in the home, or pressing emergency.

"2. In such absence, notice shall be forthwith communicated to the next higher administrative or supervisory officer who shall promptly provide a substitute.

"3. Except when annual substitutes are provided the teacher shall pay the substitute, through the proper administrative or supervisory officer, at the rate of pay fixed by the Board of Education for each day of actual services.

"4. When annual substitutes are provided deductions shall be made from the teacher's salary by the office of finance and accounting at the rate of pay fixed by the Board of Education for each day of actual service."

"Section 1 of Chapter XII of the By Laws, Rules, and Regulations of the Board of Education of the District of Columbia provide as follows:

"SECTION 1. (1) The school year shall commence on the first day of July in each calendar year and shall end on the last day of the following June.

"(2) The Board of Education annually shall designate the opening day of school in September.

"(3) The Board of Education annually shall designate the closing day of school in June."

"The Board of Education at the meeting held on April 7, 1926, fixed the opening day of school as September 17, 1926, as shown by the following entry appearing in the minutes of said meeting:

"The closing day of school for June and the opening day in September, applicable for teachers and officers were named by the superintendent for the board's approval. The following designated dates were officially fixed: Closing day, Friday, June 25; opening day, Friday, September 17."

"W. J. Wallace was first appointed a temporary teacher in the public schools of the District of Columbia on February 1, 1921, and served continuously under temporary appointment from that date until September 19, 1926. He reported for duty on September 17, 1926, the opening day of school as prescribed by the Board of Education, supra, and performed all duties required of him under the rules of the Board of Education of the District of Columbia. He died on September 19, 1926.

"A teacher absent on the opening day of school in September who has complied with the requirements of paragraph 2, section 6, Chapter XI of the By-Laws, Rules, and Regulations of the Board of Education of the District of Columbia, supra, is provided with (a) an annual substitute or (b) if an annual substitute be not available a regular substitute. Such teacher is paid in accordance with the provisions of the act of May 26, 1908, supra, from the 1st day of September and if an annual substitute has been provided the rate of substitute pay is deducted from his salary or if a regular substitute is provided, the teacher is required to pay the said regular substitute at the rate prescribed by the Board of Education.

"A teacher who is absent on the opening day of school in September and who has not complied with the requirements of paragraph 2, section 6, Chapter XI, of the By-Laws, Rules, and Regulations of the Board of Education of the District of Columbia, supra, is not provided with either an annual or regular substitute and is paid in accordance with the provisions of the act of May 25, 1908, supra, beginning with the day upon which he enters upon his duties. Such a teacher is not paid from the 1st day of September even though he may actually teach all of the teaching days during the month of September.

"The foregoing procedure is followed in the case of every teacher in the public-school system without a waiver or modification."

If this teacher had been absent from duty on Friday, September 17, 1926, it is understood from the above that he would have had to pay for the services of a substitute and that the day was otherwise considered as a day of duty for the teachers in general. The teacher in this case reported for duty on the day specifically fixed by the Board of Education as the opening day of school and performed all the duties required of him on that day. Under the terms of the act of May 26, 1908, supra, he earned salary for the period September 1 to September 19, inclusive, the latter date being the date of his death, it being understood that another teacher did not succeed to his position and salary until the next day, September 20, 1926. You are advised, therefore, that question 1 is answered in the affirmative.

In his memorandum of October 11, 1928, the auditor states the facts and the question involved in the case of Mrs. Gertrude H. Woodard as follows:

"2. *Case of Mrs. Gertrude Woodard.*—The Board of Education submitted to the auditor, and the auditor refused to approve for payment and certification to Congress for the required appropriation, a pay roll in favor of Mrs. Gertrude Woodard, a teacher in the Miner Normal School, the amount of the pay roll being \$489.33 and covering the period between October 3, 1921, and June 30, 1926. The facts in the case are as follows:

"Mrs. Woodard was appointed a teacher in the Miner Normal School on October 3, 1921. Previous to her appointment in the public schools of the District of Columbia Mrs. Woodard had had teaching experience in the Agricultural and Mechanical College at Normal, Ala., from September, 1903, to June, 1905, and at Tuskegee Institute, Tuskegee, Ala., from September, 1905, to June, 1908. At the time of her appointment in the public schools of the District of Columbia the local board of examiners certified that she had had teaching experience in accredited schools during a period of five years and that she was entitled to longevity placing of four years because of that experience. On the basis of this certification the salary of Mrs. Woodard was adjusted and paid to December 31, 1926. On January 10, 1927, the board of examiners of the public schools of the District of Columbia filed with the auditor a revised certification showing that Mrs. Woodard was entitled to placing of five years because of the teaching experience above set forth from the date of her entry in the service of the public schools of the District of Columbia on October 3, 1921. On the basis of this revised certification the necessary adjust-

ments were made by the school authorities in the salary of Mrs. Woodard beginning January 1, 1927, and pay rolls to cover the additional longevity allowance from October 3, 1921, to December 31, 1926, were submitted to the auditor of the District of Columbia for payment.

"The auditor of the District of Columbia has recognized the right of the board of examiners to revise the longevity placing in this case and has approved settlement of the additional longevity allowance for the school year beginning with September 1, 1926, on the revised certification of the board of examiners of January 10, 1927, but he disallowed and refused to certify to Congress for a deficiency appropriation as an audited claim to cover the payment of any longevity allowance for any period prior to September 1, 1926, for the reason that the corrected longevity placement certification should not be given such extended retroactive effect, namely, October 3, 1921, to September 1, 1926. In other words, the auditor recognized the right of Mrs. Woodard to additional longevity allowance for the school year current with the revised certification of the board of examiners, but was not willing to go back of that year. The school authorities contend that the revised certification of the board of examiners is effective beginning with October 3, 1921, and that as a mistake was made in the original certification Mrs. Woodard is legally entitled to payment of the additional longevity increment for the period between October 3, 1921, and September 1, 1926."

Reference has been made to the acts of June 20, 1906, 34 Stat. 319; May 18, 1910, 36 Stat. 393; June 6, 1912, 37 Stat. 156; and June 4, 1924, 43 Stat. 367, 373, and the rules and regulations of the Board of Education issued pursuant thereto, controlling longevity placement of teachers. It is understood that there is no question under the statutes or rules or regulations as to the right of the teacher to the longevity placement as fixed pursuant to the later administrative certificate, but only as to the retroactive effect thereof.

In the above-mentioned memorandum signed by the school officials, dated November 13, 1928, it is stated with respect to the two administrative certificates controlling the longevity placement of this teacher, as follows:

"Mrs. Gertrude H. Woodard was appointed a teacher in the public schools of the District of Columbia on October 3, 1921. Previous to this appointment she had had teaching experience in the Agricultural and Mechanical College at Normal, Ala., from September, 1903, to June, 1905, and at Tuskegee Institute, Tuskegee, Ala., from September, 1905, to June, 1908. Immediately following her appointment Mrs. Woodard filed with the board of examiners certificates covering her service in the two foregoing schools. The certificate covering the teaching experience in the agricultural and mechanical college showed during the year 1903 to 1904, two classes in Latin and one class in English. On the basis of this information the board of examiners certified that, together with the experience in the Tuskegee Institute, this teacher was entitled to longevity placement of four years. Credit for three years was given to the teaching experience in the Tuskegee Institute and credit of only one year being given to the experience at the agricultural and mechanical college. Longevity placing was certified in the latter school for only one year, although the actual school years of service was two, because the total teaching experience certified to the board of examiners, which was only the equivalent of one and twenty-eight eightieths of the year of teaching experience.

"On December 1, Mrs. Woodard filed with the board of examiners a revised certification covering her teaching experience in the agricultural and mechanical college showing in addition to the classes hereinbefore specified that during the school year 1903 to 1904, she taught two classes in methods and that during the school year 1904 to 1905 she also taught two classes in methods. The board of examiners reviewed the longevity placing theretofore certified in this case and found that total teaching experience of this teacher at the agricultural and mechanical college, considering the additional classes reported under date of December 1, 1926, was two and one-quarter years combined with teaching experience at the Tuskegee Institute entitled this teacher to a longevity placement of five years, and the board of examiners so certified.

"A copy of each of the certificates referred to above is transmitted herewith."

"All of the adjustments in the certification of the longevity placement in this case were made in accordance with the acts of May 26, 1908, May 18, 1910, and June 26, 1912, and the rules adopted by the Board of Education on September 18, 1912, *supra*. The modified certificate of longevity placement was one of fact only, the school being an accredited school and the determination of

the total experience to be credited resting solely upon the certifications produced by the teacher involved and verified under oath by the principal of the agricultural and mechanical college."

It is not specifically provided in any of the statutes that the longevity placement of the teachers depends on a certificate by the Board of Education or otherwise. The right to longevity placement depends on the actual number of years of experience in teaching in accredited schools. It is within the jurisdiction of the board to fix by regulation what are accredited schools and what is experience in teaching, but having done so, the application thereof to the facts in any particular case is not necessarily depended on a certificate by the Board of Education. The right to correct longevity placement pursuant to the statute and regulations is absolute, whether the facts disclosed on the basis of which the longevity placement was made were accurately or inaccurately stated in the first instance. Upon the discovery that a longevity placement was based on an inaccurate statement of facts, the matter is authorized to be adjusted as of the date of the original unlawful longevity placement. There is not involved in such an adjustment a retroactively effective promotion, or retroactively effective exercise of discretion by an administrative office, or change in an administrative certificate which vested rights in the Government or in a teacher which might not be disturbed, but only the correction of an original action authorized and required by law. You are advised, therefore, that question 2 is answered in the affirmative.

Respectfully,

J. R. McCARL,
Comptroller General of the United States.

5. NAMING OF PARTS OF SCHOOL BUILDINGS

At the meeting of the Board of Education held April 17, 1929, the superintendent called the attention of the board to three specific proposals that had been made to him to designate auditoriums or other parts of buildings by some name other than the name carried by the school. These suggestions were:

- (1) That auditoriums in elementary schools be given names other than that of the school itself.
- (2) The naming of a museum in honor of a distinguished former principal still living, though retired.
- (3) The naming of a library in an elementary school in honor of a former principal, now deceased.

This matter was brought to the attention of the board in order that, in view of these various suggestions, the board might adopt a definite policy on the subject.

After due consideration, by formal vote the board agreed that as a policy the board would not name parts of school buildings.

6. RULE ON PROCEDURE IN SELECTION OF SCHOOL SITES

Past experience in the acquisition of land for public-school purposes has led to the adoption by the Commissioners of the District of Columbia of a policy of negotiating for the purchase of school sites with as little publicity as possible. After the assistant to the engineer commissioner, who has charge of negotiating for school sites, has made his preliminary investigation, has secured prices, and is ready to make his recommendation to the Board of Commissioners, it becomes necessary to adopt some procedure whereby the formal assent of the school officials and the board may be secured without publicity. Thus far in the negotiations the advice and counsel of the school officials has been informal.

By the rules of the board, the committee on buildings, grounds, and equipment is charged with the responsibility of considering the selection of sites. In order that that committee might continue to function in that respect, and in addition that the conclusions of the committee might be accepted by the Board of Commissioners as the conclusions of the Board of Education, the board adopted at its meeting on April 17, 1929, the following revision of the rules of the board relating to the functions of the committee on buildings, grounds, and equipment:

Provided, That in the case of advising the commissioners or any of their representatives regarding the purchase of a school site, the conclusions of the committee shall be considered the conclusions of the Board of Education, provided due notice shall have been given to all members of the board in the call for the committee meeting that the purchase of said site would be considered at said committee meeting.

7. NAMING OF SCHOOL BUILDINGS

At the meeting of the Board of Education held May 1, 1929, the special committee on the naming of school buildings, consisting of President Carusi, Mrs. Smith, and Doctor Johnson, proposed names for the following schools, which names were approved by the Board of Education:

(1) The Anthony Bowen School, as the name for the new school to replace the old Bell-Cardozo. That name was honored in past years while in Divisions X-XIII, and until the transfer of the building formerly named Anthony Bowen to Division VIII. This is simply a resumption of the name of a leader long held in high regard.

(2) The Alice Deal Junior High School for the new Junior High School in the Reno section. The late Miss Alice Deal was the local pioneer in the establishment of junior high schools. She was possessed of the highest qualities of educational leadership. The selection of this name, moreover, was almost universally sought by many civic organizations, civic groups, and leading citizens.

(3) The Charles William Eliot Junior High School, for the new junior high school in the vicinity of the Kingsman School. In placing this name upon the façade of a Washington school building, the school system is honoring itself rather than the preeminent educator of a half century and the former beloved head of Harvard University.

8. THE FUNCTIONS OF THE ASSISTANT SUPERINTENDENT IN CHARGE OF BUILDINGS AND GROUNDS

Since July 8, 1924, the position of assistant superintendent in charge of business affairs has existed in the school system. In general, this officer has had charge of all business affairs of the school system. It became apparent to the school officials almost at once that this officer could not possibly discharge all of the functions that relate to the business affairs of the school system. Moreover, certain functions, such as the supervision of buildings and grounds and the janitorial staff, were accordingly never assigned to this officer.

The report of the Bureau of Efficiency on its study of the school system, issued in 1928, contained a recommendation that a new position of assistant superintendent in charge of buildings and grounds be created. The appropriations act for 1930 contained financial provision for such an officer and the establishment of his office.

About 75 applications were received for the position. It was the general understanding that this appointment should meet with the approval not only of the superintendent of schools and the Board of Education, but also of the Commissioners of the District of Columbia. The superintendent of schools organized a committee, consisting of the superintendent, the two first assistant superintendents, the assistant superintendent in charge of elementary schools in Divisions I-IX, and the assistant superintendent in charge of business affairs, together with Maj. L. E. Atkins, assistant to the engineer commissioner, designated by the Board of Commissioners to represent them. After careful examination of the applications, the committee interviewed at length about 25 candidates.

On the basis of the evidence, the committee selected the names of the five candidates, who in the judgment of the committee were most outstanding.

The superintendent of schools then submitted this list to the Board of Commissioners with the request that the commissioners indicate whether they had any objections to any of the five candidates. As indicated elsewhere in this report (see pp. 9-10 of Section II), the Board of Education, on recommendation of the superintendent of schools, approved the appointment of Mr. Jere J. Crane. The commissioners had already indicated no objection to the appointment of Mr. Crane.

Since this new officer was to assume charge of functions heretofore exercised by educational officers, was to take up functions not heretofore covered by any officer, and was to relieve the assistant superintendent in charge of business affairs of some of the functions formerly assigned to his office, it became necessary to define in the rules of the Board of Education not only the functions of this new officer, but also the revised functions of the assistant superintendent in charge of business affairs.

For the information of the public, the rules covering the definition of the functions of these two officers are included herewith.

SEC. 4. (1) The first assistant superintendent in charge of buildings and grounds shall be the superintendent's chief deputy in that field.

(2) He shall have immediate charge of and be responsible for the supervision of all matters pertaining to the construction, repair, improvement, and maintenance of buildings and grounds of the school system in accordance with the policies of the educational officers.

(3) He shall represent the school system in the planning and construction of new school buildings and additions to buildings.

(4) He shall supervise and direct the repair, alteration, and improvement of all buildings, the improvement of grounds surrounding buildings, and the delivery, installation, repair, and replacement of all equipment and furniture.

(5) He shall have immediate supervision and control of the superintendent of janitors, the assistant superintendents of janitors, and the cabinetmaker, and, through their supervisory officers, shall have general supervision and direction of the work of all engineers, janitors, matrons, caretakers, and other employees of the janitorial and custodial staff.

(6) He shall serve as the channel of communication on all matters pertaining to the construction, repair, improvement, and maintenance of buildings, grounds, and equipment of the school system between the employees of the school system and the Federal or District Government, or with persons not connected with said Governments.

(7) He shall be responsible for the progressive development of the functions of the school system of which he has charge, in accordance with the most approved principles of organization, administration, supervision, and management.

(8) The first assistant superintendent in charge of buildings and grounds is subordinate in rank to the superintendent of schools; he is equal in rank to the other first assistant superintendents; in the maintenance and care of buildings, grounds, and equipment he is superior in rank to every other administrative and supervisory officer in the school system.

SEC. 7. (1) The assistant superintendent in charge of business affairs shall have immediate charge of and be responsible for the general direction and supervision of the financial transactions, property accountability and responsibility, and other matters pertaining to the business management of the school system.

(2) He shall supervise and direct the procurement of all furniture, equipment, books, and supplies, in accordance with the policies of the educational officers.

(3) He shall have immediate supervision and control of the office of finance and accounting and the public school warehouse.

(4) He shall certify all requisitions for furniture, equipment, books, and supplies, and approve all vouchers to cover materials purchased for the school system.

(5) He shall serve as the channel of communication on all matters pertaining to the business administration of the school system between the employees of the school system and the Federal or District Government, or with persons not connected with said Governments.

(6) He is responsible for the progressive development of the business aspects of the school system, in accordance with the most approved principles of organization, administration, and management.

(7) The assistant superintendent in charge of business affairs is subordinate in rank to the first assistant superintendents and the superintendent; he is equal in rank to the other assistant superintendents; in business affairs he is superior in rank to every other administrative and supervisory officer in the school system.

9. REORGANIZATION OF DIVISIONS I-IX

In 1924 the Board of Education agreed to the general policy of gradually reducing the number of supervising principals in the school system. This action, together with other proposed changes in the administrative and supervisory staff, were incorporated in a bill that was introduced into Congress. This bill did not become a law, but the Board of Education has proceeded with the plan of reorganization as opportunity has presented itself. In view of the retirement of Dr. E. G. Kimball, supervising principal of the third division, on June 30, 1929, a further opportunity presented itself for reorganizing the administrative and supervisory staff by reducing the number of supervising principals.

Accordingly, at the meeting of the Board of Education held June 12, 1929, the board approved the following orders prepared and recommended by the superintendent and submitted to the board by the committee on personnel:

Under personnel matters the superintendent presented certain orders and related recommendations of major importance, the chief order being the outcome of Doctor Kimball's retirement and the disposition of the resulting vacancy. The order which follows and others resulting as a consequence had all received previous to presentation the unanimously favorable consideration of the personnel committee, Mrs. Smith, Mr. Gans, and Doctor Johnson, namely:

"*Ordered*. That from and after June 30, 1929, divisions 2, 4, and 8 be discontinued under that designation. *Ordered further*, That the superintendent of schools be authorized to define the new boundaries of the remaining divisions of divisions 1-9, which will be designated on and after July 1, 1929, as division 1, division 3, division 5, division 6, division 7, and division 9; and, *Ordered further*, That the superintendent of schools be authorized to transfer the buildings of divisions 2, 4, and 8, and the principals, teachers, and other employees therein, to the remaining divisions of the first nine divisions.

"Transfer the following school buildings as indicated, effective on and after July 1, 1929:

Morgan School, from division 2 to division 3.
 Berret School, from division 2 to division 3.
 Thomson-Webster School, from division 2 to division 5.
 Force-Adams School, from division 4 to division 3.
 Henry-Polk School, from division 4 to division 5.
 Gales-Arthur School, from division 5 to division 6.
 Seaton-Blake School, from division 5 to division 6.
 Amidon School, from division 8 to division 7.
 Bradley School, from division 8 to division 7.
 Fairbrother-Rossell School, from division 8 to division 7.
 Greenleaf School, from division 8 to division 7.
 Smallwood-Bowen, from division 8 to division 7.

"*Ordered*, That under the authority contained in section 11 of the act of June 4, 1924, and for the purpose of determining the classification of teaching principals and administrative principals, the Towers School, division 7, is hereby discontinued as an elementary school under an administrative principalship: *Ordered further*, That the Towers School be hereafter associated with the Hine Junior High School under the administration and supervision of the principal thereof. July 1, 1929."

"Dissolve the Wallach-Towers School group, division 7. June 30, 1929."

"Dissolve the Lenox-French Vocational School group, division 7. June 30, 1929."

"*Ordered*, That the Wallach School, division 7, and the French School, division 7, are hereby consolidated into a school group to be known hereafter as the Wallach-French School, division 7. July 1, 1929."

"*Ordered*, That under the authority contained in section 11 of the act of June 4, 1924, and for the purpose of determining the classification of teaching principals and administrative principals, the Wallach-French School, division 7, is hereby designated as having 18 rooms, effective July 1, 1929."

"Transfer the following person as noted and effective on and after the date stated:

"Miss Janet McWilliam, supervising principal, class 12, from divisions 2, 4, and 8, to division 3, effective on and after July 1, 1929. Salary vice Janet McWilliam. Position vice E. G. Kimball, retired."

At this juncture the superintendent presented a plan of reorganization for divisions 1 to 9, which is herewith included in the record.

A PLAN FOR THE REORGANIZATION OF DIVISIONS I-IX

This plan provides for the abandonment of division 2-4-8. The schools now comprised in that division will be transferred to division 3, division 5, and division 7. For the purpose of distributing more equally the school population, certain schools should be transferred from division 5 to division 6. The effect of the reorganization upon the several divisions will be as follows:

DIVISION 1

The area of this division will be enlarged by having its eastern boundary placed at Connecticut Avenue. Its eastern boundary will extend from the White House along Connecticut Avenue to its intersection with Rock Creek, and north along the line of Rock Creek to the District line.

No school buildings will be transferred to this division, and no buildings will be transferred to other divisions.

It is estimated that its total enrollment in September, 1929, will be 5,700 pupils.

DIVISION 3

The area of this division will be enlarged by having added to its territory that section of the city south of Florida Avenue, lying between Connecticut Avenue and Vermont Avenue as far south as the White House. Its western boundary will be Connecticut Avenue and Rock Creek. Its eastern boundary will begin at the White House and extend long the line of Vermont Avenue to its intersection with the present eastern boundary of this division at Florida Avenue.

To this division will be transferred the Force, the Adams, the Morgan, and the Berret Schools.

It is estimated that its total enrollment in February, 1930 will be 6,700 pupils.

NOTE.—This division will lose about 300 pupils when the Paul Junior High School is opened, and about 250 pupils when the new Adams School is opened next February.

DIVISION 5

The area of this division will be enlarged by having its western boundary placed at Vermont Avenue from the White House to Florida Avenue, where it will intersect with its present eastern boundary. Hereafter the south boundary of this division will be New York Avenue beginning at the Treasury Building and extending northeastward to the line of the Pennsylvania Railroad, and thence along the railroad to the District line. Along this south boundary it will abut upon the sixth division.

To this division will be transferred the Thomson, the Henry, and the Polk Schools.

From this division will be transferred the Gales, the Seaton, and the Blake Schools, which will be assigned to the sixth division.

It is estimated that its total enrollment in September, 1929, will be 5,700 pupils.

DIVISION 6

The area of this division will be enlarged by having added to its territory that section of the city west of North Capital Street lying between the Mall on the south and New York Avenue on the north, as far west as the Treasury Building.

To this division will be transferred the Gales, the Seaton, and the Blake Schools.

It is estimated that its total enrollment in September, 1929, will be 6,200 pupils.

DIVISION 7

The area of this division will be enlarged by adding to it all of the southwest section of the city. The seventh division will then comprise all of the southeast and southwest of Washington.

To this division will be transferred the Amidon, the Bradley, the Fairbrother, the Rossell, the Greenleaf, the Smallwood, and the Bowen Schools.

It is estimated that the total enrollment of this division in September, 1929, will be 6,400 pupils.

Below is a tabulation showing the increase in enrollment of the several divisions during the past three years. It should be noted that

division 2-4-8 has had a notable decrease, and that divisions 6 and 7 have been practically static. On the other hand, divisions 1 and 3 have had considerable increases.

DETAIL OF DIVISION CHANGES

(Based on enrollment of May 17, 1929)

Division 1:	
Present enrollment.....	5,319
Plus—	
No buildings added.	
Minus—	
No buildings transferred.	
Estimated enrollment, September, 1929.....	5,700
<hr/>	
Division 3:	
Present enrollment.....	6,326
Plus—	
Morgan.....	110
Force.....	457
Adams.....	249
	816
	7,142
Minus—	
Paul Junior High.....	300
Adams.....	250
	550
Net enrollment.....	6,592
Estimated enrollment, February, 1930.....	6,700
<hr/>	
Division 5:	
Present enrollment.....	5,751
Plus—	
Thomson.....	510
Webster.....	65
Henry.....	239
Polk.....	129
	943
	6,694
Minus—	
Gales.....	319
Arthur.....	282
Seaton.....	320
Blake.....	195
	1,116
Net enrollment.....	5,578
Estimated enrollment, September, 1929.....	5,700
<hr/>	
Division 6:	
Present enrollment.....	5,278
Plus—	
Gales.....	319
Arthur.....	282
Seaton.....	320
Blake.....	195
	1,116
	6,394
Minus—	
Gales-Arthur to Langley.....	101
Net enrollment.....	6,293
Estimated enrollment, September, 1929.....	6,200
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Division 7:

Present enrollment-----	4,998
Plus—	
Amidon-----	226
Bradley-----	251
Fairbrother-----	186
Rossell-----	287
Greenleaf-----	207
Smallwood-----	166
Bowen-----	243
	<hr/> 1,566
	6,564
Minus—	
No buildings transferred.	
Net enrollment-----	6,564
Estimated enrollment, September, 1929-----	6,400

10. LENGTHENING THE HIGH-SCHOOL DAY

At the meeting of the Board of Education held June 12, 1929, the superintendent submitted the following report, recommending the extension of the high-school day from 2.30 p. m. to 3 p. m., which report was approved by the Board of Education:

LADIES AND GENTLEMEN: I have received the following report from First Asst. Supt. S. E. Kramer, who acts as chairman of the board of high school principals:

"DEAR DOCTOR BALLOU: Throughout the winter in the meetings of the high school principals there has been a recurring statement of opinion between high school principals that the day officially allotted to the senior high school was too brief to adequately provide time for the schedule necessary to meet the needs of the pupils. One of the outstanding difficulties experienced by the principals has been their inability to provide a section room period of sufficient length to enable the teachers in charge to take care of the individual needs developing in pupil contacts.

"At the meeting held on Saturday, May 18, 1929, the question was again raised by one of the principals and a poll of the principals in regard to their opinion concerning the desirable time of ending the school day is given in detail below: Business, 2.30 p. m.; Western, 3 p. m.; Eastern, 3 p. m.; McKinley, 3 p. m.; Dunbar, 3.15 p. m.; Armstrong, 3 p. m.; Cardozo, 3 p. m.

"Mr. Daniel: It is impossible to organize the schools as prescribed unless we lengthen the school day.

"Mr. Davis: I recommend the shorter day, the 2.30 dismissal. The whole modern tendency of the time is to shorten the working day. This teaches the wise use of the day and teaches the pupil how to use time out of school wisely.

"Doctor Newton: I recommend the longer day. If hours of labor are coming down, we should move up to meet them and prepare our children to do a day's work in less time. We can accomplish a great deal more with an extra half hour.

"Mr. Hart: I recommend the lengthening of the day until 3.

"Mr. Smith: A longer day is imperative if we are to include drill and extra-curricular activities. The school day should be lengthened to at least 3.15.

"Mr. Houston: School day should be lengthened until at least 3.

"Mr. Mattingly: Length of school day should be increased to 3.

"The only dissenting principal was the principal of the Business High School, and in my opinion his reason for dissenting was not educationally adequate.

"I desire to also note that in chapter 12, sections 3, 4, 5, 6, and 7, periods are given for lunch intervals in the high and normal schools which are not in accord with the practice.

"I respectfully recommend that the Board of Education be requested to amend its rules so that the session of the day high schools shall begin at 9 o'clock and close at 3 o'clock p. m.

"In my opinion there is a real need for a lengthened day in the high schools. Our classroom recitations are so shortened that the periods now average about

41 minutes in actual classroom teaching. This period is considerably shortened by necessary classroom activities which could not be construed as part of the teaching period.

"Respectfully yours,

"S. E. KRAMER,
"First Assistant Superintendent."

The superintendent is in agreement with the views of the principals and Mr. Kramer that the school day in the high schools should be lengthened. I therefore approve and transmit to the Board of Education the recommendation that the board amend its rules so that the session of the day high schools begin at 9 a. m. and close at 3 p. m.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

Following the above action of the board, protests were received from various sources against the action taken by the board. These protests were duly considered by the superintendent, who at the meeting on June 26, 1929, presented a more extended report, analyzing the protests and giving further information in support of the action taken by the board. This report is as follows:

LADIES AND GENTLEMEN: Under date of June 19, 1929, the Teachers' Union of Washington submitted to the superintendent of schools a protest against the recent action of the Board of Education in lengthening the school day in the senior high schools to 3 o'clock p. m. From letters I have received and from personal conversations which I have had, it appears that the Teachers' Union has not only filed this protest with the superintendent of schools and the Board of Education but also has submitted its protest to the various citizens' associations and other civic bodies of the District of Columbia soliciting support for their position.

Since the action of the Board of Education to lengthen the school day, I have received a letter opposing the change from Maj. R. W. Pinger, another from the secretary of the council of the High School Teachers' Association, and another from a resident of Maryland. I have also received a letter from Mr. B. A. Bowles, president of the Georgetown Citizens' Association, in which he disagrees with the position taken by the Teachers' Union.

In view of the present situation, the superintendent desires to set forth certain facts and conditions which prompted the school officials to recommend the extension of the senior high school day to 3 o'clock.

One of the outstanding needs of our high schools to-day is a period with the section-room teacher of sufficient length to allow that teacher to present to the pupils the many problems connected with their membership in high school. At present this period is only about 10 minutes per day. In this 10-minute period all matters of attendance, tardiness, discipline, school notices, and the building up among the pupils of a proper sentiment and an intelligent understanding of school problems must be handled by the teacher with a group of approximately 30 pupils. The pressure to accomplish all of this in a 10-minute period has prompted some teachers at times to feel justified in the omission of the reading of the Bible and the reciting of the Lord's prayer as required by the rules of the Board of Education. The officers who supervise and administer the high schools desire to initiate a more effective system of pupil guidance and appropriate training than can possibly be provided in the brief period of 10 minutes now available.

In their annual reports to the superintendent of schools a number of the heads of departments have cited with regret the apparent necessity for shortening class periods because of school assemblies and other extracurricular activities. A careful study in one of our high schools showed that in a single year it was necessary to lengthen the opening period seventy-eight times, thereby shortening the remaining periods of the day; that assembly schedule encroached upon the time of the early classes sixty-three times; and that the regular schedule of the school was unmodified only one hundred and three times out of the 181 days. When it is remembered that the standard high-school recitation period should be from 42 to 45 minutes, this wholesale reduction of that time represents a serious inroad upon classroom instruction.

While certain graduates of the Washington high schools rank high in their collegiate work, nevertheless a systematic effort must be made to keep our high schools in this favorable position. Moreover, a study of the promotions and nonpromotions throughout the school system which has been made systematically during the past few years shows a need of better classroom instruction, particularly in our senior high schools. The percentage of pupils promoted and not promoted in the various groups of schools for the school year ending June 30, 1927, is as follows:

	Per cent promoted	Per cent not promoted
Elementary schools.....	85.8	14.2
Junior high schools.....	80.9	19.1
Senior high schools.....	74.3	25.7
Normal schools.....	91.6	8.4

It is believed that by lengthening the section room period to provide the section-room teacher with a larger opportunity to give consideration to the individual needs of the pupils in his or her section will be distinctly advantageous to the pupils. It will also tend to reduce the interference of morning assemblies with regular recitation periods. The addition of a few minutes to the recitation periods will, it is believed, result in better instruction on the part of teachers and a correspondingly larger percentage of promoted pupils in our high schools.

Every thoughtful person agrees that sunshine and outdoor exercise are desirable not only for high-school pupils but for pupils of all grades. Up to this time the hours of opening and closing public schools have been as follows: Elementary schools, opening 9 a. m., closing 3 p. m. Junior high schools, opening 9 a. m., closing 3 p. m. Senior high schools, opening 9 a. m., closing 2:30 p. m.

The proposed lengthening of the high-school day will not extend the time for high-school pupils beyond the closing hour in elementary schools and junior high schools. High-school pupils will have as much opportunity for outdoor exercise as elementary and junior-high school pupils have.

It is the opinion of the superintendent and his officers that the closing of the high-school day at 3 o'clock will still provide ample opportunity for all desirable extracurricular activities without interfering with the home work or with any other legitimate activity of high school boys and girls.

Throughout the past year in the meetings of the high-school principals there has been a recurring statement of opinion of high-school principals that the time officially allotted to the senior high schools was too short to provide adequate time for the schedule necessary to meet the needs of the pupils. Below is a verbatim statement of the position of each of the seven high-school principals present at the meeting in which the recommendation to the superintendent to lengthen the school day was formulated and approved.

Mr. Daniel: It is impossible to organize the schools as prescribed unless we lengthen the school day.

Mr. Davis: I recommend the shorter day, the 2:30 dismissal. The whole modern tendency of the time is to shorten the working day. This teaches the wise use of the day and teaches the pupil how to use time out of school wisely.

Doctor Newton: I recommend the longer day. If hours of labor are coming down, we should move up to meet them and prepare our children to do a day's work in less time. We can accomplish a great deal more with an extra half hour.

Mr. Hart: I recommend the lengthening of the day until 3.

Mr. Smith: A longer day is imperative if we are to include drill and extracurricular activities. The school day should be lengthened to at least 3.15.

Mr. Houston: School day should be lengthened until at least 3.

Mr. Mattingly: Length of school day should be increased to 3.

The superintendent and his staff are of the opinion that the lengthening of the high-school day to 3 o'clock will result in creating conditions in our high schools in which teachers will be able to provide more adequate instruction and

the supervisory and administrative officers will be able to render better service to boys and girls through the lengthened section-room period.

No arguments have been advanced in the protests received which would, in the opinion of the superintendent, justify the Board of Education in rescinding its action lengthening the school day to 3 o'clock.

The superintendent recommends that a copy of this report be sent to the Teachers' Union and to other organizations and individuals that have communicated with the superintendent of schools or the Board of Education.

Very sincerely yours,

FRANK W. BALLOU,
Superintendent of Schools.

11. HIGHER QUALIFICATIONS FOR TEACHERS

The following is the report of the superintendent of schools to the Board of Education at its meeting of June 26, 1929, relating to this subject:

LADIES AND GENTLEMEN: In my annual report to the Board of Education at the close of the school year 1927-28 I discussed the general subject of improvement of instruction, and indicated that classroom instruction could be improved in several ways, among them by better-trained teachers coming into the service. Pursuant to my discussion of this matter the Board of Education authorized and directed the superintendent to make a comprehensive investigation of the possibility and desirability of raising the eligibility requirements of teachers in elementary schools, junior high schools, senior high schools, and normal schools.

Accordingly, I now present the following orders for the approval of the board, resulting from my consideration of this problem with my associates:

I

Ordered, That from and after July 1, 1930, and until June 30, 1933, unless otherwise ordered by the Board of Education, the basic eligibility requirements as to licenses for teachers, as specified in Chapter IX, section 5 of the rules of the Board of Education, shall be as follows:

FOR ELEMENTARY SCHOOLS (1A SALARY)

A diploma from an accredited normal school requiring a 3 year course, or a certificate of similar courses pursued in the educational department of an institution of higher learning, approved by the board of examiners.

FOR JUNIOR HIGH SCHOOLS (2A SALARY)

A diploma from an accredited normal school requiring a 3 year course, or a certificate or similar courses pursued in the educational department of an institution of higher learning, approved by the board of examiners, and in addition thereto the submission of a certificate for a course in methods and principles of the junior high school, successfully pursued in an accredited institution of higher learning within the 10 years immediately preceding the date of the examination.

FOR JUNIOR HIGH SCHOOLS (2C SALARY)—AND SENIOR HIGH SCHOOLS (3A SALARY)

A master's degree from an accredited college, together with courses in education or professional courses satisfactory to the board of examiners, successfully pursued in addition to or as a part of the courses leading to the master's degree.

The matter of eligibility requirements for teachers in the teachers' colleges will be the subject of a later report.

II

Ordered, That from and after July 1, 1933, the basic eligibility requirements as to licenses as specified in Chapter IX, section 5, of the rules of the Board of Education shall be as follows for elementary-school teachers: A bachelor's degree from an accredited teachers' college following a 4-year professional course of study, satisfactory to the board of examiners.

III

Ordered, That from and after July 1, 1930, no person shall be eligible to appointment as an administrative principal who has not earned the bachelor's degree in an accredited college and has not pursued successfully courses in organization, administration, and supervision of elementary schools as part of or in addition to the degree, satisfactory to the board of examiners.

The superintendent recommends the passage of the above orders. He recommends further that the matter of revising the rules of the Board of Education in accordance with the aforementioned orders be referred to the committee on rules for consideration and report to the board.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

At a subsequent meeting of the Board of Education held July 1, 1929, the above report was modified by providing that the higher eligibility requirement for 2C salary in junior high schools and 3A salary for senior high schools should go into effect on July 1, 1933, instead of July 1, 1930.

12. CHANGES IN USE OF PUBLIC-SCHOOL BUILDINGS

Several changes in the use of public-school buildings were made during the past school year.

Arthur School: Owing to the development of the Capitol Plaza between the Union Station and the United States Capitol, it became necessary to abandon the Arthur School, located on Arthur Place between B and C Streets NW. on June 30, 1929. The pupils attending that school will have to be absorbed in other public schools.

Old McKinley High School: On the transfer of the McKinley High School from Seventh Street and Rhode Island Avenue NW. to its new building at Second and T Streets NE., the old McKinley Building was completely renovated, shops reorganized, and occupied in September by the Shaw Junior High School, which had formerly been located in the old M Street High School Building.

M Street building: Anticipating the vacating of the M Street building by the transfer of the Shaw Junior High School, the board established the Cardozo High School especially for relieving the Dunbar High School of congestion through the transfer of the pupils attending commercial classes in that school. The Cardozo High School was organized in September, 1928, and occupied the M Street building.

Business High School: The appropriations act for 1930 contained an initial appropriation for beginning the construction of a new high-school building to house the Business High School, now located at Ninth Street and Rhode Island Avenue NW. The Bureau of the Budget attached a proviso to that appropriation as follows: "*Provided*, That upon completion of such building, the building now occupied by the Business High School shall be used as an elementary school for colored pupils." Although the Board of Education asked that this language be eliminated, the House of Representatives passed the appropriations bill containing this proviso. The Senate Committee on Appropriations eliminated the provision, but it was restored to the bill in conference and passed by Congress in the following language: "*Provided*, That upon completion of such building the building now occupied by the Business High School

shall be used as an elementary school." The Board of Education requested in the appropriations act for 1931 that the former action be rescinded, and that there be substituted therefor the following language: "*Provided*, That upon completion of said building, the building now occupied by the Business High School shall be used as a senior high school for colored pupils."

13. TEACHERS' INSTITUTES

Teachers' institutes are of two kinds, general and special. The program of the general institute is designed to be of interest to all teachers and officers. The special institute program is for a particular group of teachers and officers.

The following is the program of general and special institute lectures for the school year 1928-29:

Date	Subject	Speaker
<i>General lectures</i>		
1928 Dec. 13	Personality.....	Dr. William John Cooper, State superintendent of schools, California.
1929 Jan. 24	Extracurricular activities.....	Dr. Roy W. Hatch, State Teachers College, Montclair, N. J.
Feb. 14	By Airplane to Pygmy Land.....	Dr. Matthew Stirling, Chief of Bureau of American Ethnology, Smithsonian Institution.
May 7	Handwriting in the public schools.....	Dr. Frank N. Freeman, School of Education, University of Chicago.
<i>Special lectures</i>		
Jan. 10	The challenge of 100 per cent accuracy in the fundamentals of arithmetic.	Dr. Guy M. Wilson, professor of education, Boston University.
Feb. 21	The present day trend in the teaching of science.	Dr. Otis W. Caldwell, professor of education, Teachers College, Columbia University.
Mar. 7	Design and the teaching of art in high schools..	Dr. Albert Heckman, assistant professor of fine arts, Teachers College, Columbia University.
Mar. 21	The blue haze of idealism (with special reference to the teaching of English).	Dr. C. H. Ward, teacher of English, New Haven, Conn.
Mar. 25	Conference on normal school.....	Dr. Ambrose L. Suhrie, New York University, New York City.
Apr. 15-16	Conference on testing and guidance of school pupils: (a) With members of the superintendent's staff. (b) With administrative principals of elementary schools. (c) With junior and senior high school principals. (d) All administrative and supervisory officers.	Dr. Richard D. Allen, assistant superintendent in charge of research and guidance, Providence, R. I.
Apr. 25	Industrial arts as a social study.....	Dr. Lois C. Mossman, Teachers College, Columbia University.

14. RECOMMENDATIONS OF THE BUREAU OF EFFICIENCY

At the request of Senator Lawrence C. Phipps, chairman of the subcommittee of the Committee on Appropriations of the United States Senate, the Bureau of Efficiency conducted an investigation of the school system during the spring, summer, and fall of 1927. This report was submitted in writing to Senator Phipps January 30, 1928. In his annual report for 1927-28 the superintendent submitted to the Board of Education the recommendations made by the Bureau of Efficiency. These recommendations were referred either to the superintendent or to a committee of the board for consideration and report. The following tabulation indicates to whom the recommendations were referred and the status of the matter on June 30, 1929.

- Part I----- Statutory authority for the system of public schools. Referred to committee on legislation. Report is under consideration.
- Part II----- Organization and administration. Referred to the superintendent. Report approved Dec. 5, 1928.
- Part III----- The teaching staff. Referred to the superintendent. Report approved Feb. 20, 1929.
- Part IV----- The building program. Referred to committee on finance. Report approved Oct. 17, 1928.
- Part V----- Business management. Referred to the superintendent. Report approved Jan. 2, 1929.
- Part VI----- Custody of buildings. Referred to committee on buildings, grounds, and equipment. Report is under consideration.
- Part VII----- Repair and alteration of buildings. Referred to committee on buildings, grounds, and equipment. Report is under consideration.

In view of the creation of the position of first assistant superintendent in charge of buildings and grounds, it seemed desirable to defer any action on the recommendations of the Bureau of Efficiency relating to the custodial staff and the repair and alteration of buildings until the advice and counsel of that officer could be secured. The recommendations of the Bureau of Efficiency relating to these matters and also the question of the statutory authority for the system of public schools are still before the school authorities for consideration and appropriate action.

15. PROVISION FOR THE EDUCATION OF CRIPPLED CHILDREN

At the first meeting of the Board of Education for the school year 1928-29, namely on July 2, 1928, the desirability of providing education for crippled children was discussed by the board. This matter has had the attention of the Kiwanis Club of Washington for several years. The club has carried on extended activities in providing medical service, equipment, entertainment and instruction for crippled children over a number of years. The Kiwanis Club placed all of its information regarding the need of education for crippled children in the hands of the superintendent. Many organizations endorsed the proposal to provide for the education and care of crippled children out of public funds. The superintendent having been asked to consider and report on the desirability of providing such instruction, presented the following report to the board at its meeting on December 19, 1928:

LADIES AND GENTLEMEN: At the meeting of the Board of Education held July 2, 1928, the board directed the superintendent of schools to investigate and report on the need for special school facilities for crippled children. Subsequently many citizens' associations have indorsed the proposition, prompted by the fine civic leadership of the Kiwanis Club.

On November 2, 1928, the superintendent appointed the following committee to conduct this investigation and make a report: Miss Jessie La Salle, chairman, Mr. Howard H. Long, Mr. Walter B. Patterson, Mr. Leon L. Perry, Miss Fay L. Bentley. Under date of December 14, 1928, the committee presented to the superintendent an exhaustive written report of nearly 50 pages, of which the following is the committee's complete summary of the investigation:

" SUMMARY OF INVESTIGATION

"A. THE KIWANIS CLUB LISTS OF CRIPPLED CHILDREN

"The two Kiwanis Club lists, one of 180 names, the other 69 cases, a total of 249, were carefully investigated. The lists seem to be cumulative over a period of years, and the cases ranged in age from 14 months to 32 years. Many

had moved away, some were dead, some no longer crippled, some listed had never been crippled but had had surgical operations for hernia or had had tonsils or adenoids removed, other cases were treatments for rickets or heart trouble and could not be considered cripples. Furthermore, some duplicates appeared. Ninety-five only of the lists of 249 could be now located in the District and be considered cripples, of approximately legal school age, that is 4 to 16.

"These 95 are distributed as follows:

	White	Colored	Total
4 to 6 years old, not in school.....	12	17	29
In elementary schools.....	26	20	46
In junior high schools.....	4	0	4
7 to 16 years old, not enrolled because of crippled condition.....	9	7	16
Total.....	51	44	95

"Fifty of these 95 are now in our schools, but the teachers report but 17 of them subjects for special schools for crippled children, 10 in Divisions I-IX, and 7 in Divisions X-XIII, or approximately one-third of such cases.

"On the assumption that the Medical Department corroborates teacher judgments and that this same criteria is applied to the 4 to 6 year olds, then but one-third of them will be found to be subjects for special crippled school placement. The 16 cases 7 to 16 not enrolled are badly crippled.

"Briefly, then, the Kiwanis Club lists, though listing 249 cases, apparently reveal the need for special crippled school facilities for 43 elementary school (seventh and eighth grades of junior high school included) pupils, 23 in Divisions I-X and 20 in Divisions X-XIII, distributed from kindergarten to eighth grade.

"B. PUBLIC SCHOOL SURVEY

"The summary of the public school survey findings resolves itself briefly into this statement. A complete count of all pupils, including those in any way crippled, slight limps, minus a finger, etc., give us 198 in elementary schools, 127 in Divisions I-IX and 71 in Divisions X-XIII. Of these, teachers recommend a total of 81 for a school for crippled pupils, 56 in Divisions I-IX and 25 in Divisions X-XIII. They further recommend exclusion from all schools of 6, 1 from Divisions I-IX and 5 from Divisions X-XIII.

"C. CONCLUSIONS

"Of the 81 teacher recommendations for special crippled school placement, however, 17, 10 in Divisions I-IX and 7 in Divisions X-XIII, are included in the Kiwanis Club lists, which gives us 64 in public schools, 46 in Divisions I-IX and 18 in Divisions X-XIII not included by Kiwanis. Totalling, without duplications the needs as shown by both Kiwanis Club and public school survey findings, we have 107 pupils recommended for crippled schools, 69 in Divisions I-IX and 38 in Divisions X-XIII.

"The geographical distribution of these pupils now in schools runs rather evenly throughout the city, 7 to 9 in each of the supervising principals' territory, except the very large thirteenth division, where we find 11. No specific geographical location for such a school, therefore, is evidenced.

"As to grade placement, we find them distributed as follows:

Grade	Division I-IX	Division X-XIII	Total	Grade	Division I-IX	Division X-XIII	Total
Kindergarten.....	3	0	3	Sixth.....	4	4	8
First.....	13	6	19	Seventh.....	2	0	2
Second.....	10	1	11	Eighth.....	1	0	1
Third.....	10	5	15	Atypical.....	6	0	6
Fourth.....	3	5	8	Total.....	56	25	81
Fifth.....	4	4	8				

"While there was no suggestion that provision was to be considered for pupils beyond 16 years of age or beyond elementary school, since the questionnaire was prepared we also sent it to junior high, high, and vocational schools, and have tabulated the cases to see if any considerable need would be shown here. Junior high schools report 33 cases, 24 of these in Divisions I-IX and 9 in Divisions X-XIII. There are but 5 of these junior high-school pupils recommended for placement in crippled schools, 3 in Divisions I-X and 2 in Divisions X-XIII.

"Senior high schools report 52 cases, 37 in Divisions I-IX and 15 in Divisions X-XIII. Four of the cases recommended for special school placement, 3 in Divisions I-IX and 1 in Divisions X-XIII. Only 1 is reported in a vocational school needing such placement. This pupil is in Divisions X-XIII.

"Respectfully submitted.

"JESSIE LA SALLE, *Chairman.*

"FAY L. BENTLEY.

"LEON L. PERRY.

"WALTER B. PATTERSON.

"HOWARD H. LONG."

The above report of the committee is presented to the Board of Education as the report of the superintendent. The details of the complete report of the committee are on file in the superintendent's office, and are available for the consideration of the board.

The superintendent desires to record his appreciation of the thorough-going investigation of this matter by the aforementioned committee.

The above report defines very clearly the scope of the problem confronting the Board of Education if and when the board desires to establish special school facilities for such children. The superintendent has under investigation the question whether there are any school buildings now in use that can be adapted to the use of crippled children. As soon as that investigation has been completed the superintendent will make a report to the board. Should such facilities be available, funds will be necessary for the transportation of crippled children and for the employment of properly trained persons to supervise and give treatment, to the end that those cases of crippled children needing systematic treatment may receive such treatment at the school.

Respectfully submitted.

FRANK W. BALLOU,

Superintendent of Schools.

The appropriations act for 1930 provides for the employment of two physiotherapists in the medical and sanitary staff of the health office, and also for the transportation of such children to and from a special school.

The teachers for such classes and the alteration of present buildings for their use are being provided out of the current appropriations for the public schools.

The classes for white pupils are to be located in the Weightman School at Twenty-third and M Streets NW., and the classes for colored pupils are to be located in the Magruder School at Seventeenth and M Streets NW.

In determining what pupils shall be admitted to these schools, the school officers have sought and secured the valuable assistance of the medical and sanitary inspection staff of the public schools. Many pupils have been examined with a view of determining whether they should continue to attend regular classes or whether they should be transferred to the school for crippled children. The officers have also sought the advice of the principals of schools and supervising principals regarding such cases.

It appears that there will be a much smaller number of pupils to be cared for in the classes for crippled children than was at first believed by those interested in this problem.

The provisions that are now being made must be regarded as temporary. When the enrollment in classes for crippled children shall have been determined and their intellectual and physical needs shall have been ascertained, it will then be possible to determine an educational program, as well as a health and physical training program for the improvement of such children. The records now available show children of all grades and ages, thereby making it necessary practically to provide individual instruction for such children. Moreover, the physical condition of such children will necessarily be a major consideration and perhaps dictate to a large extent the nature and amount of the education that can be provided.

16. PROPOSAL TO ESTABLISH 24-HOUR SERVICE IN THE HEALTH SCHOOLS

At the meeting of the Board of Education held October 3, 1928, the Association for the Prevention of Tuberculosis placed before the Board of Education a report of the children's health camp, together with statistical data showing the desirability of providing better facilities for tuberculous children and resolutions adopted by the association to the effect that the health schools be extended from the present five hours per day to 24-hour service. This report was referred to the superintendent of schools for consideration and report.

SUPERINTENDENT'S REPORT

At the meeting of the Board of Education on November 7, 1928, the superintendent presented the following report:

LADIES AND GENTLEMEN: At the meeting of the Board of Education held October 3, 1928, the board received a communication from the Association for the Prevention of Tuberculosis, and referred the same to the superintendent of schools for consideration and report to the board.

This communication from the Association for the Prevention of Tuberculosis consists of a resolution adopted by the board of directors of the association at a meeting held September 28, which resolution approved a report of Dr. J. W. Peabody on the children's health camp, conducted during the summer of 1928. The resolution also authorized the appointment of a committee to endeavor to secure the changes recommended in the report. This committee, consisting of the following persons, has had a conference with the superintendent of schools:

Mrs. Ernest R. Grant, chairman,
Dr. Harvey W. Wiley.
Dr. J. W. Peabody.
Dr. W. D. Tewksbury.
Rev. D. E. Wiseman.
Dr. William Charles White.
Mr. Walter S. Ufford.

DOCTOR PEABODY'S REPORT

Doctor Peabody's report on the children's health camp, conducted during the summer of 1928, presents evidence to show greater improvement when children suffering from tuberculosis receive 24-hour service. The substance of the recommendations of the report is that the two health schools should be so reorganized as to render not only educational service during the regular school day, but health service on a 24-hour basis. The report points out that this could be done by increasing the allowance for food, and by increasing the number of nurses and medical supervisors. In addition, while the report does not so indicate, it would inevitably be necessary to increase the janitorial force. The report that was approved by the association further recommends that the administration of the medical service in the health schools be placed under the staff of the tuberculosis hospital.

The superintendent has had an extended conference with the committee of the tuberculosis association, as well as with the assistant superintendents. As a result of his investigation of the matter, the superintendent presents the following report to the Board of Education.

THE PROPOSAL ANALYZED

The two health schools were established for the purpose of providing instruction for those pupils suffering from tuberculosis, who by law are not permitted to attend the regular schools, but who are physically able to attend instruction in schools established for such children.

These schools have been established and are operated as educational institutions under the auspices of the Board of Education. By means of these schools the Board of Education discharges its responsibility for providing children suffering from tuberculosis with appropriate education. Like all public schools, the physical welfare of these children is under the supervision of the chief medical and sanitary inspector of schools, who is an officer subordinate to the health officer.

These two schools, one in a new building at Thirteenth and Allison Streets NW., for white pupils, and the other temporarily in the Toner School at Twenty-Fourth and F Streets NW., for colored pupils, are on the regular school schedule from 9 a. m. until 3 p. m., with proper rest periods and diet carefully supervised by the medical inspection service.

The pupils attending the two health schools are transported to and from school by bus at public expense.

The proposal is that the health school service be extended from 5 hours to 24 hours, and that the medical service be placed under the staff of the tuberculosis hospital. This step necessarily will change these institutions from schools, operating as such, to 24-hour sanatoriums operating on the basis of hospital service.

There seems to be no difference of opinion regarding the desirability of providing 24-hour medical service for tuberculous children. Many children will fully recover from tuberculosis under such treatment as can be provided in a sanatorium. The evidence furnished in Doctor Peabody's report clearly shows the advantages of 24-hour treatment over a program of daily supervision with the children returning to their homes at the close of day and returning to the camp service each morning.

Doctor Peabody's report deals exclusively with children who are able to be up and about. I am informed that there is a large group of children in the District of Columbia suffering from tuberculosis, who are being cared for in their respective homes or in the Children's Hospital, who are not mentioned in Doctor Peabody's report, and for whom the District of Columbia is not now making any provision in a public institution.

Several important matters should be thoroughly considered before the Board of Education takes action on the proposal to change the character of the service rendered by the health schools.

1. Whether the Board of Education can legally transform these health schools, established for educational purposes, into 24-hour sanatoriums, conducted primarily as hospitals.

2. What the Board of Education would do with pupils suffering from tuberculosis, who seek instruction, but whose parents do not desire to have them receive 24-hour service in a sanatorium.

3. Whether the present conditions for handling children suffering from tuberculosis are so bad as to justify setting up a temporary expedient in 24-hour service at the health schools, rather than waiting until appropriations can be secured for the erection of a 24-hour sanatorium for tuberculous pupils.

SUPERINTENDENT'S VIEWS

If the health schools are to continue to be operated primarily as educational institutions, the superintendent believes that they should be operated as now under the authority and supervision of the Board of Education.

If it is thought best, and if it can be done legally, and if the health schools are to be converted into 24-hour sanatoriums, they should be turned over and operated under the auspices of the health department or the Board of Public Welfare.

The superintendent is of the opinion that the Board of Education has no authority in law to operate a 24-hour sanatorium. Moreover, the superintendent does not believe that it is good administration to have three different bodies—the Board of Education, the health office, and the Board of Public Welfare—undertaking to administer the 24-hour sanatorium service as recommended in the resolution.

Furthermore, the superintendent is clearly of the opinion that the Board of Education will not completely divest itself of its responsibility for providing public education for the pupils of the District of Columbia, unless it provides education for those children suffering from tuberculosis who are able to receive and profit by such instruction. It appears to the superintendent to be necessary that the Board of Education should either organize and conduct public schools for such children or assume the responsibility for arranging for their instruction in private institutions as it does in the case of deaf, dumb, and blind children. The Board of Education could not, in the judgment of the superintendent, insist that all such children attend a 24-hour sanatorium conducted under the auspices of the health department or the Board of Public Welfare and operated primarily for health purposes rather than for educational purposes.

For the reasons indicated, and because many questions attendant upon the proposal yet remain unanswered, the superintendent can not recommend the approval of this proposal.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

Mrs. Ernest R. Grant, chairman of the committee, was present at the meeting of the Board of Education of November 7, 1928, when the superintendent's report was presented. A thoroughgoing discussion followed the presentation of the report, participated in by Board members, Mrs. Grant, and Dr. J. W. Peabody, of the tuberculosis hospital. All agreed on the desirability of providing 24-hour service for tuberculous children. The important question left unanswered was how such service should be provided.

At the conclusion of the discussion, the president of the board suggested that the secretary furnish a copy of the superintendent's report to the members of the committee that placed the matter before the board, and suggested to Mrs. Grant and her committee that they work out a detailed plan with authoritative backing behind it, and bring such detailed plan back to the Board of Education for consideration.

Subsequently, on November 21, 1928, when steps were being formulated to introduce legislation for the establishment of a sanatorium for tuberculous children, the board adopted a motion "that the board indorse the project of 24-hour care for tuberculous children, especially if that care can be maintained in a sanatorium." The secretary was instructed to send a copy of this action of the board to Mrs. Grant.

CONGRESSIONAL ACTION

Congress gave extended consideration to the care of tuberculous children during the second session of the Seventieth Congress.

Congress enacted legislation providing for a sanatorium for tuberculous pupils, and authorized appropriations not to exceed \$500,000 for that purpose. Likewise Congress gave consideration to the possibility of extending the service of the health schools to cover a 24-hour period. As a result, Congress modified the language of a proposed appropriation for the health school for colored pupils by inserting the words "and sanatorium" so that the legislation reads

as follows: "For the erection of a new health school and sanatorium for colored pupils, \$150,000."

The amount of the appropriation was not changed. Unless a suitable school and an adequate sanatorium can be constructed within the \$150,000 appropriated, obviously no action can be taken following this legislation.

Following the enactment of the law providing for a sanatorium for tuberculous children the commissioners appointed a committee to consider and report on the plans for such an institution. That committee consists of Maj. L. E. Atkins, assistant to the engineer commissioner; Mr. Albert L. Harris, municipal architect; Mr. George S. Wilson, director of public welfare; Dr. Joseph A. Murphy, chief medical and sanitary inspector of the public schools; and Dr. Frank W. Ballou, superintendent of schools.

17. SAFETY AND SUITABILITY OF PORTABLES

The following official reports tell the story of the efforts of the school officials and the Board of Education to determine whether portable schoolhouses are safe and suitable for further use.

SUPERINTENDENT'S REPORT TO THE BOARD, JUNE 26

USE OF PORTABLES

TO THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

LADIES AND GENTLEMEN: The superintendent desires to place before the board the situation regarding the continued use of portables and to ask the advice of the board and request the approval of a recommendation. The board will recall that on or about November 17, 1927, a small sized tornado visited the eastern section of the District of Columbia, doing much damage to many buildings in that section of the city. A portion of the roof of one of the portables in the yard of the Bryan School was torn off during that tornado.

Fortunately, through the presence of mind of the teacher and principal, the children had been removed from the portable to the main building, and hence were not injured by the falling roof.

More recently, during March, 1929, the portables on Grant Road near Connecticut Avenue, and those in Wesley Heights, were similarly damaged by a high wind storm. Fortunately, this storm came largely during the lunch period, and the portions of the roofs of these portables that were damaged by the storm were blown off during the noon period when the children were not in the portables.

Thus for a second time the pupils occupying portables have escaped personal injury from the damage done by high winds. The superintendent and all of his associates are deeply concerned with the question of the continued use of portables.

It is not necessary for the superintendent to remind the board that the school officials and the Board of Education have individually and collectively made efforts to secure sufficient appropriations for permanent schoolhouses to make it possible to abandon the use of portables. The superintendent feels that neither he nor the Board of Education are in any way responsible for the delay in securing the necessary appropriations to make it possible to abandon the use of portables. Had the 5-year school building program act been carried out, most, if not all, of our portable schoolhouses might have been abandoned by the end of the coming fiscal year. The fact that the 5-year school building program has not been carried out not only makes necessary the continued use of portables, but also the continued use of rented quarters and the continuance of part-time classes in the elementary schools.

Each summer witnesses the transfer of portables from one section of the city where they are no longer needed because of the opening of permanent school buildings to some other section of the city where congestion has become acute. During the coming summer there will be a few portables for such

transfer and a still larger number will be relieved from further use where now located by January or February, 1930.

The only alternative to the transfer and use of portables in connection with those elementary school buildings where congestion is to be found is the placing of classes on part time. The superintendent would be glad to be advised by the board as to whether the past practice of transferring and setting up of portables to relieve such congestion shall be continued, or whether the use of said portables shall be abandoned and the children in congested schools placed on part time.

The superintendent recommends that the Board of Education requests the municipal architect to inspect thoroughly each of the 75 portables now in use and report to the Board of Education in writing on the safety and suitability of each portable for continued classroom use.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

MUNICIPAL ARCHITECT'S REPORT, JULY 22

ALBERT L. HARRIS,
*Municipal Architect, District of Columbia,
Washington, D. C.*

SIR: In compliance with your verbal instructions of the 8th instant, we have visited the 75 portable buildings located at various schools through the District of Columbia and have to report as follows:

We find there are three different types of these portable buildings which are designated as types A, B, and C. Drawings of types A and B are on file in the office of the municipal architect. Type C is similar to type A except that it is smaller and has no ceiling. There are 11 buildings of type A; 59 of type B; 5 of type C.

All buildings of each type are built of wood on wood sills laid directly on the surface of the ground, these sills are of rough untreated lumber, on these sills are placed the posts and upper sills which support the floor which is in panels and also to which the vertical sections of the walls are bolted. The walls are braced together with built up trusses at the top immediately above the ceiling and on the top of these trusses are fastened the panels of the roof, while the ceiling panels are supported on the bottom of these trusses. These ceiling panels are made of beaver board in type B and of tongued-and-grooved wood in type A. As previously mentioned type C buildings have no ceiling. All panels in floors, walls, and roof are fastened together with through bolts or screws or both. The roof surface is covered with rubberoid composition roofing laid in strips the length of the building after all the framing and panels are fastened together. This covering is renewed each time a building is reerected. The exterior walls are in most cases covered with pine siding paneled and in a few cases some of type B buildings are covered and paneled with a composition board called Homosote.

All these buildings are of a temporary as well as a portable character; from information derived from the superintendent of the repair shop every one of these buildings has been dismantled and reerected at least six times.

Whenever a building is dismantled and rebuilt on a different site, new mud sills and new posts are always provided and this is considered a part of the moving expense; by these means most of the buildings have been kept in fairly good condition on account of the constant moving.

All buildings of type A and type B, show evidences of deterioration from this constant moving; screw holes are worn out and timber crushed and destroyed around bolt holes by the tightening of bolts while being reerected.

In some buildings nails were found to have been driven at panel joints on account of the screws no longer fitting the screw holes. When this deterioration is considered, it is readily seen that the resistance to unusually high winds is considerably reduced, as evidenced at Grant Road where a portion of the roof of one building was blown off, and at Wesley Heights where something similar happened. This deterioration has reached a stage where the cost of dismantling and reerecting has become out of proportion to the present value of the building involved. The following is a list of the portable buildings in question with their locations and further notes as to their condition:

School	Location	Remarks
<i>Type A</i>		
Giddings (1)-----	Third and G Streets SE----	Sills have commenced to rot.
Cleveland (2)-----	Eighth and T Streets NW--	Dry rot has started in some floor joists and top sills in one building only.
Garrison (2)-----	Twelfth and R and S NW--	Sills have rot in one corner of one building only.
Wilson (1)-----	Seventeenth and Euclid Streets NW.	General condition good.
Tenth and Franklin (2).	Tenth and Franklin Streets NE.	Do.
Brown (1)-----	Connecticut Avenue and Military Road NW.	Sills have commenced to rot.
John Eaton (1)-----	Thirty-fourth and Lowell Streets NW.	General condition good.
Petworth (1)-----	Shepherd Street NW-----	This building should not be further used until top and bottom sills and posts have all been replaced owing to their having rotted away. Rot has also shown itself in the joist of the floor panels.
<i>Type B</i>		
Jefferson Junior High (4).	Virginia Avenue and Sixth Street SW.	No. 3 building, sills and posts in the northwest corner have commenced to rot. General conditions otherwise good. Nos. 1, 2, and 4 are in a good general condition.
Syphax (2)-----	One-half and N and O Streets SW.	Both buildings have bottom sills commencing to rot, fungus started to grow on underside of floor in No. 1 building, otherwise general condition good.
Congress Heights (2) ..	Congress Heights SE-----	Sills have started to rot and fungus commenced to grow on underside of floor and joists in both buildings, otherwise general condition good.
Ketcham (1)-----	Anacostia SE-----	General condition good.
Orr (2)-----	Twenty-second and Prout Streets SE.	No. 1 building has its sills in northwest corner commencing to rot, otherwise general condition of both buildings good.
Maury (1)-----	Twelfth and B Streets SE--	General condition good except fungus growth commenced on underside of floor.
Kingsman (1)-----	Fourteenth and E Streets NE.	General condition good.
Rosedale (2)-----	Twentieth and Rosedale Streets NE.	Sills and post at southeast corner of No. 2 building commenced to rot, otherwise general condition of both buildings good.
Benning (1)-----	Anacostia Road NE-----	Sills and posts of north side very badly rotted, otherwise general condition good.
Burrville (2)-----	Division Avenue NE-----	Fungus growth commenced on sills in both buildings, otherwise in good condition generally.
Brookland (3)-----	Twelfth and Monroe Streets NE.	No. 1—Condition good generally; No. 2—Sills rotted away in places; No. 3—Sills started to rot. Condition otherwise good.
Bates Road (1)-----	Bates Road NE-----	General condition good. No. 1—Condition good generally; No. 2—Sills started to rot; No. 3—Sills and posts started to rot. Conditions otherwise good.
Harrison (3)-----	Thirteenth and V Streets NW.	Sills in each of the three buildings have commenced to rot. Fungus started to grow on underside of floor of No. 1 building.
Cleveland (1)-----	Eighth and T Streets NW--	General condition good.
Phelps (1) (trade school).	Vermont Avenue and T Streets NW.	Sills are rotted. Floor has been ruined by overloading and if dismantled, could not be used without rebuilding.
Garrison (4)-----	Twelfth and R and S Streets NW.	General condition good.
Whittier (1)-----	Fifth and Sheridan Streets NW.	Do.
Takoma (1)-----	Dahila Street and Piney Branch Road.	Do.
Kalmia Road (2)-----	Fourteenth Street and Kalmia Road NW.	Do.
Broad Branch Road (2).	Thirty-third and Oliver Streets NW.	Do.
Brown (2)-----	Connecticut Avenue and Military Road NW.	Sills and posts commenced to rot, under both buildings.
Grant Road (4)-----	Thirty-sixth and Ellicott Streets NW.	General condition good.
Wesley Heights (4)---	Forty-fourth Street and New Mexico Avenue NW.	Do.
John Eaton (1)-----	Thirty-fourth and Lowell Streets NW.	Do.
Park View (5)-----	Warder Street NW-----	Buildings 2, 3, 5, have sills and posts commencing to rot; other condition good. Buildings 1 and 3 good general condition.

School	Location	Remarks
<i>Type B—Continued</i>		
Powell Junior High (1).....	Hiatt Place near Park Road NW.	Sills and posts have started to rot. Holes in floor and doors made by rats.
Fillmore (2).....	Thirty-fifth and S Streets NW.	General condition good in both buildings.
<i>Type C</i>		
Birney (1).....	Anacostia SE.....	General condition good.
Cleveland (1).....	Eighth and T Streets NW..	Do.
Wilson (2).....	Seventeenth Street near Euclid Street NW.	Do.
Petworth (1).....	Shepherd Street NW.....	Sills and posts have rotted away; should be replaced before further use is made of building. Condition otherwise good.

All types of buildings are heated by portable furnaces, which are located in each building on the classroom floor, and which burn hard coal; these furnaces are encased with sheet-iron jackets which provide an air space around firebox for heating the fresh air, which is drawn from the outside. This system affords both heat and ventilation for these buildings. These portable furnaces are completely overhauled and repaired annually prior to the opening of the schools for the fall term.

In a few buildings it was found that the underside of the floor was insulated to prevent cold air from being in contact with it; in all buildings the space below the floor is inclosed with plain untreated boards to keep the winds from reaching the underside of the building; this, however, cut off all ventilation from the structural timbers and in damp places it has been the cause of decomposition due to mildew and fungus growth on the lumber. All these buildings were originally provided with eaves, gutters, and downspouts which discharged at grade; these gutters and downspouts, not being connected to the sewer, served no purpose, and in consequence as they have become worn out, it has not been deemed necessary to replace them.

A number of the older buildings show cracks in the walls, due to shrinkage; this, of course, impairs the efficiency of the heating and ventilating system.

There is no plumbing directly connected to any of the buildings. Where portables are located as part of a permanent school, the toilets in the permanent building are available at all times.

Where portables alone form a school unit, toilets are provided in a separate building which is at some distance from the classrooms and are provided with antifreeze closets.

Drinking water is provided in the later class of schools from a hydrant which is located midway between classrooms and toilets, with no protection from the weather.

There is but one of these buildings with any artificial light, and this is wired and has electric lights suspended from the ceiling. There is telephone connection in a number of them, especially where these portables form a school unit.

Each building is provided with a fire extinguisher which appears to be kept available for use in an emergency.

It is recommended that any further moving of these schools should be very carefully considered and only those in a very substantial condition be moved; other buildings should be repaired as long as necessary, but when their usefulness in their present location is gone, they should be abandoned.

Respectfully submitted.

COMMITTEE OF INSPECTION OF
PORTABLE SCHOOL BUILDINGS,
JOHN A. LONG, *Chairman*,
District of Columbia Repair Shop.

HAROLD H. MARSH,

*Member American Society of Civil Engineers, Chief Structural
Engineer, Municipal Architect's Office, District of Columbia.*

SUPERINTENDENT'S SECOND REPORT, SEPTEMBER 11

REPORT ON PORTABLES

To the BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

LADIES AND GENTLEMEN: At the meeting of the Board of Education held June 26, 1929, the superintendent reported to the board on the matter of the continued use of 75 portable schoolhouses. The superintendent called the attention of the board to the unroofing of certain portables by high wind and their weakened condition resulting from transfer from one location to another, and asked the Board of Education to advise him "as to whether the past practice of transferring and setting up of portables to relieve such congestion shall be continued, or whether the use of said portables shall be abandoned and the children in congested schools placed on part time."

In order that the school officials and the Board of Education might have the advice of District officials competent to pass judgment on such matters, the superintendent closed his report to the board with the recommendation that "the Board of Education request the municipal architect to inspect thoroughly each of the 75 portables now in use and report to the Board of Education in writing on the safety and suitability of each portable for continued classroom use."

The secretary of the Board of Education, under date of July 6, 1929, transmitted the superintendent's complete report on portables to the municipal architect, Mr. A. L. Harris. Mr. Harris designated a committee, consisting of Mr. John A. Long, chairman, engineer in charge of the District of Columbia repair shop, and Mr. Harold H. Marsh, chief structural engineer in his office, to inspect all portable school buildings. This committee invited Mr. J. J. Crane, first assistant superintendent of schools in charge of buildings and grounds, to accompany them in their inspection tours, and Mr. Crane accompanied the committee during the first day of its inspection.

In the meantime, in accordance with the usual practice, school officials were requesting the transfer of portables to other locations where congestion made the use of portables desirable. These requests were received by First Assistant Superintendent Crane from various school officials, as follows:

June 28—Mr. Haycock: Two portables at Brookland; one to Whittier School and one to John Eaton School.

June 28—Mr. Wilkinson: One portable from Birney School to Giddings School.

July 8—Mr. Haycock: Five portables, Park View School, to Municipal Playground, across the street.

Under date of July 10, 1929, First Assistant Superintendent Crane sent the following communication to the municipal architect:

"Memorandum for the Municipal Architect, District of Columbia:

"This office requests an inspection and report on the two portables at the Brookland School, the five portables at the Park View School, and the one portable at the Birney School. The removal of these portables is under consideration, decision to be made when report is submitted by you as to their present condition.

"An early reply will be appreciated.

"JERE J. CRANE,

"First Assistant Superintendent."

Under date of July 16, 1929, Mr. Crane received the following reply to his communication from Mr. S. B. Walsh, assistant municipal architect.

"Memorandum to Mr. Crane:

"Replying to your memorandum of July 10, you are advised that as a result of inspection of the two portables at the Brookland School, the five portables at the Park View School, and the one portable at the Birney School, it has been ascertained that same can be reused elsewhere.

"S. B. WALSH,

"Assistant Municipal Architect, District of Columbia."

On the basis of the above report of the municipal architect's office, the school officials issued instructions to the repair shop to transfer said eight portables to new locations, and said portables will be ready for the use of pupils when schools resume work on September 23, except one at Brookland School.

The two portables at the Brookland School, which it was proposed to move were being released because of the anticipated opening of the Langdon School.

Since the municipal architect informs us that this school will not be opened until February, 1930, or even later, one of the two portables at the Brookland School is being retained at that location.

Under date of July 22, 1929, the committee of inspection of portable school buildings submitted its report to the municipal architect, Mr. Albert L. Harris, who in turn transmitted the same to the secretary of the Board of Education. Under date of July 23, 1929, the acting secretary of the Board of Education, Mr. R. W. Holt, transmitted a copy of the report to the superintendent. The superintendent immediately directed that copies of this report be transmitted to each board member.

The first opportunity for the Board of Education to formally consider the report of the municipal architect was at its meeting on September 4, 1929, when the report was received and referred to the superintendent for consideration and report in consultation with the committee on buildings, grounds, and equipment. Accordingly the superintendent presents this report.

THE REPORT ITSELF

The report of the committee appointed by the municipal architect shows a careful inspection of 75 portable schoolhouses now in use. It describes the three types of portables now in use, the methods of construction, and provisions for heating and ventilation. The report includes a list of portables, their location, and gives a comment on each portable or group of portables. The report gives clear evidence of a painstaking inspection of each portable to ascertain its present physical condition.

A reading of the recommendation of the superintendent quoted earlier in this report will reveal the fact that the superintendent recommended that the municipal architect report in writing "on the safety and suitability of each portable for continued classroom use." The report does not specifically do this.

The form of the report is such, however, that there can be little doubt about the inferences that the committee would have the school officials and the Board of Education draw. Under "Remarks" the report indicates that conditions of the portables may be classified into three general groups:

1. General condition good.
2. Materials beginning to rot.
3. Not in usable condition until repaired.

The fact that the committee specified that the two portables at the Petworth School "should not be further used until top and bottom sills and posts have all been replaced" makes it appear clear that similar statements would have been made concerning other portables if the deterioration of the buildings had necessitated such recommendations.

A careful study of the conditions of the 75 portables revealed by the inspection made by the committee shows that 45 are in "general good condition," 28 show various degrees of rotting of timbers, and 2 should not be used in their present condition.

The report closes with this recommendation:

"It is recommended that any further moving of these schools should be very carefully considered, and only those in a very substantial condition be moved; other buildings should be repaired as long as necessary, but when their usefulness in their present location is gone, they should be abandoned."

RECOMMENDATIONS OF SCHOOL OFFICIALS

The superintendent recommends:

1. That the two portables at the Petworth School, which are reported by the committee on the inspection of portable schoolhouses to be unfit for further use without repairs, be abandoned.
2. That the Board of Education authorize and direct First Assistant Superintendent Crane to secure from the repair shop a further report on the 28 portables in which rotting of timbers has taken place, for the purpose of determining whether said portables are safe and suitable for classroom use, before pupils are received in them on September 23.
3. That the Board of Education authorize and direct First Assistant Superintendent Crane further to secure an estimate of the cost of any repairs to said portables that in the judgment of the repair shop may be necessary to put said portables in proper condition for use.

The superintendent advises the board that as heretofore the District repair shop will be asked to determine whether portables may properly be moved before issuing orders to the repair shop for moving them to another location.

The recommendation of the committee that only those portables in a very substantial condition be moved, and that others should be abandoned when their usefulness in their present location has been served, is a policy that the school officials heartily indorse. The abandonment of all portables without further moving is an ideal that the school officials would sincerely like to attain.

The superintendent believes that hereafter portables should be moved to new locations only in the case of the most urgent needs. The adoption of this policy seems necessary not only because of the condition of the portables, but also possible because of the new schoolhouse construction annually being carried on in the District of Columbia.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

Approved:

Dr. F. I. A. BENNETT,
Chairman Committee on Buildings, Grounds, and Equipment.

REPAIR SHOP'S REPORT SEPTEMBER 18

TO THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA,
Washington, D. C.

LADIES AND GENTLEMEN: The inspection of portables requested by the Board of Education at a meeting held on September 11, 1929, has been completed. The inspection was made by Mr. J. A. Long, engineer in charge of the District repair shop and Mr. J. J. Crane, first assistant superintendent of schools in charge of buildings and grounds.

Attached is a report submitted by Mr. Long covering the different portables inspected and the necessary recommendations for repairs.

In regard to the portable at the Phelps Vocational School, this portable has been used for bricklaying instruction. It is of no further use for this purpose and recommendation is made that it be removed.

For the information of the members of the Board of Education a model showing the portable construction below the first floor is submitted. The model shows the different items mentioned in the report.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

Submitted.

J. J. CRANE,
First Assistant Superintendent.

Approved.

Dr. F. I. A. BENNETT,
Chairman Committee of Buildings, Grounds, and Equipment.

GOVERNMENT OF THE DISTRICT OF COLUMBIA,
ENGINEER DEPARTMENT,
Washington, September 18, 1929.

Mr. J. J. CRANE,
*First Assistant Superintendent of Schools,
District of Columbia.*

SIR: In compliance with request to inspect portables, the following information is submitted:

School	Location	Remarks
Hiddings (1).....	Third and G Streets SE.....	Necessary new sills be furnished and installed, also that the present yard be resurfaced and new board walks provided from each building.
Cleveland (1).....	Eighth and T Streets NW..	Replace posts and sills on east side of No. 15 portable.
Garrison (1).....	Twelfth and R and S Streets NW.	New posts and sills at northeast corner of No. 4 building.
Brown (3).....	Connecticut Avenue and Military Road NW.	New sills and posts along north and east side of building No. 1. Sills and posts northwest and southwest corners and along east side of building No. 2. New sills and posts northeast, southwest, and along east side of building No. 3.
Jefferson (1).....	Virginia Avenue and Sixth Street SW.	New posts and sills under northwest corner of building No. 3.
Syphax (2).....	Half Street, N and O Streets SW.	Necessary new parts of sill for No. 1 building.
Congress Heights (2).....	Congress Heights SE.....	Necessary new parts of sill.
Orr (1).....	Twenty-second and Prout Streets SE.	New sills northwest corner of No. 1 building.
Maury.....	Twelfth Place and B Streets NE.	Recommend that yard be resurfaced and graded to present drain.
Rosedale (1).....	Twentieth and Rosedale Streets NE.	New posts and part of sill at the southeast corner of building No. 2.
Benning (1).....	Anacostia Road NE.....	New post and part of sill under north side of building.
Brookland (2).....	Twelfth and Monroe Streets NE.	Necessary new sills under buildings No. 2 and No. 3.
Keene (2).....	Blair Road and Sligo Road NE.	New posts at the southeast corner of No. 2; No. 3 building to be leveled and blocked up on north side, new sills under northeast corner and blocked up where necessary.
Harrison (3).....	Thirteenth and V Streets NW.	Necessary new sills along north side of buildings Nos. 35, 36, and 37.
Powell (1).....	Hiatt Place near Park Road NW.	New posts at each corner and under center of building, also necessary sills under same.
Phelps.....	Vermont Avenue and T NW.	Floors and interior and exterior walls are in bad condition. Entire building is badly strained and sagged from being overloaded after being used as a brick manufacturing shop. Posts and sills are decayed. Recommend that this building be condemned and removed from the grounds.

Respectfully submitted.

JOHN A. LONG,
Engineer in Charge of District of Columbia Repair Shop.

SECTION II. CHANGES AMONG SCHOOL OFFICIALS, 1928-29

The school year 1928-1929 saw many changes in the administrative and supervisory staff. Of especial significance is the fact that Congress authorized the creation of three new positions. An additional first assistant superintendent of schools in charge of buildings and grounds as authorized by Congress was appointed June 1. Provision was also made in the appropriations act for 1930 for the appointment of an assistant principal, male, at the Western High School. The statistical office was enlarged by the provision made for the position of statistician in grade P-3 and an additional statistical clerk in grade CAF-3.

The year also saw an unusual number of retirements of school officers and transfers of officers growing out of such retirements.

This section of the annual report records the changes among school officials due to deaths, retirements, resignations, and reorganization or expansion of the school system.

Deaths were as follows: Mr. Alvin W. Miller and Miss Miriam J. Austin.

Retirements were as follows: Dr. E. G. Kimball, Miss Adelaide Davis, Miss Alice M. Clayton, Miss A. L. Galeskie, and Miss K. R. Macqueen.

Appointments to fill vacancies were as follows: Mr. Harvey A. Smith, Mr. H. Dale Davis, Mrs. Florence N. Cornell, Miss Ella M. Crook, and Mrs. Florence H. Rogers.

Miss A. E. Hopkins was appointed to a new position created as a result of reorganization.

Appointments to fill new positions due to growth of the school system were as follows: Mr. Jere J. Crane, Mr. Norman J. Nelson, and Mr. George D. Strayer, jr.

Transfers were as follows: Miss Janet McWilliam, Miss Florence C. Mortimer, and Mrs. Florence H. Rogers.

1. DEATHS

MR. ALVIN W. MILLER

At the meeting of the Board of Education held June 5, 1929, the superintendent presented the following statement on the death of Mr. Alvin W. Miller, which occurred May 19, 1929:

It is with very sincere regret that I have to report the death of Mr. A. W. Miller, principal of the Central High School, which occurred at approximately 1 a. m. on May 19, 1929.

Mr. Miller was a product of the Washington public schools, having graduated from Western High School and Washington Normal School. He was also a graduate of George Washington University.

He was appointed to service on October 1, 1903, in the primary schools and in January, 1904, he was promoted to be teacher of bookkeeping and business arithmetic in Business High School. On September 1, 1916, Mr. Miller was

transferred to Central High School as a teacher of business subjects in charge of the establishment of the business courses newly created in that school. On May 10, 1920, Mr. Miller was made assistant principal of Central High School and on December 30, 1924, he became principal of the school, which position he held until the time of his death.

The seemingly untimely death of this splendid school officer has brought to the Washington public schools a very great loss. He was in the midst of a successful and progressive administration of a great school. He enjoyed the respect and esteem of his coworkers and the devoted admiration of the entire student body. The loss to the public-school system in the death of Mr. Miller is very great.

MISS MIRIAM J. AUSTIN

At the meeting of the Board of Education held March 6, 1929, the superintendent presented the following statement on the death of Miss Miriam J. Austin, which occurred March 2, 1929:

With deep regret it becomes the duty of the superintendent to report to the Board of Education the death of Miss Miriam J. Austin, administrative principal of the Wheatly School, sixth division. Miss Austin died at Garfield Hospital on the morning of Saturday, March 2. Although Miss Austin had been in failing health for several years, her death came rather suddenly after an illness of less than a week's duration. Funeral services were conducted at eleven o'clock Tuesday morning, March 5, at the residence of her brother, Harry A. Austin, 1707 Hobart Street.

All of Miss Austin's school experience as teacher and principal was in the schools of the northeast section of the city. She was held in high esteem by her school associates and by the patrons of the schools in which she devoted 42 years of her life to the education of youth. It would be difficult to measure the extent of the influence of her well-spent life in the character development of the many boys and girls with whom she came in contact as teacher and principal.

In 1887 as a graduate of Washington Normal School she was appointed to a first-grade class at Blair School, Sixth and I Streets NE. She won rapid promotion in the elementary grades and was assigned to the principalship of Pierce School in 1897. In 1906 she was assigned to the principalship of Madison School and later, in 1918, was promoted to the principalship of Wheatley School, where she served as principal up to the time of her death. Meanwhile, the Wheatley School had developed from an 8-room building to a 20-room unit with assembly hall.

The superintendent desires to express his word of commendation of the faithful and effective services rendered by Miss Austin as teacher and principal, and desires to recommend to the Board of Education that a copy of this statement be spread on the minutes of this meeting and that the secretary of the board be instructed to send a copy of this statement to the members of the bereaved family.

2. RETIREMENTS

On the retirement of the persons indicated the superintendent presented to the board the following statements:

DR. E. G. KIMBALL

After the close of the past school year the superintendent desires to bring to the attention of the Board of Education the retirement of Dr. E. G. Kimball, for so many years an important officer in the public school system, and in recent years supervising principal of the third division.

As teacher and officer his work in the schools has extended over a period of 47 years. The superintendent, school officers, and all teachers who have been associated with Doctor Kimball will greatly miss him.

His accumulated knowledge of school affairs and his good judgment had much weight in the solution of administrative problems. His leadership of teachers was most influential in the development of a fine esprit de corps in the schools that he supervised. He impressed the communities in which he labored as a fair-minded official and worthy citizen.

Soon after his graduation from Dartmouth College, Doctor Kimball came to Washington and was appointed as teacher in the seventh grade at Franklin School on September 1, 1882. His ability as a school man was early recognized. In 1900 he was elevated to a position of supervising principal and assigned to the fourth division. Later he became supervising principal of the old third division, following which he was assigned to the position of supervising principal in the seventh division, which covered a portion of east Washington north and south of East Capitol Street. In this position Doctor Kimball became established as an esteemed community leader. For nearly 20 years he labored continuously in that part of the city.

Later, in 1923, when there was a readjustment of school divisions, Doctor Kimball was assigned to the third division which was in that part of the city between Florida Avenue and the District Line and between Rock Creek Park and Soldiers' Home.

Doctor Kimball has served as president of the Teachers' Annuity and Aid Association for a number of years, and has also acted as president of the board of supervising principals for some time. In addition, he has acted as chairman of the following committees: Committee on thrift work in the elementary schools; committee of the teachers' council to consider new salary legislation; committee on the revision of the course of study in arithmetic for the elementary schools.

In view of his record of service the superintendent recommends that the Board of Education record a special vote of appreciation of the services rendered in the schools by Doctor E. G. Kimball, that a copy of this statement be spread on the minutes of this meeting, and that the secretary of the board be instructed to send a copy of it to Doctor Kimball.

MISS ADELAIDE DAVIS

At this meeting of the board the superintendent has the honor to submit the request for retirement of Miss Adelaide Davis, supervising principal of the sixth division, this retirement to become effective August 31, 1929. Miss Davis submits her retirement papers voluntarily, feeling that it is to her advantage physically to withdraw from the arduous work of her office, and thus put herself in a position to enjoy the freedom of retirement. The superintendent and the administrative officers regret that the schools must now lose one of their most valuable supervisory officials. Miss Davis has been a recognized leader among us, having contributed much to the progress of our schools during the long period of her service as principal and supervisory officer. In the councils of the superintendent Miss Davis has displayed marked professional ability and sound judgment. In the supervision and leadership of her teachers, her influence has been felt in the effectiveness of classroom instruction in her schools. In the communities where she has labored she has won the esteem and confidence of school patrons.

It is a notable record to have served the schools so acceptably for 46 years. Appointed to the sixth grade at the Abbot School in 1883, Miss Davis was transferred successively to the Seaton, the Webster, and the Henry Schools, until her promotion to the seventh grade at the Arthur. Later she was promoted and again in 1893 assigned to the eighth grade at the Twining School. In recognition of her executive ability, Miss Davis was promoted to the principalship of the Emery School when that building was erected in 1903. At this time the Bloomingdale-Eckington section was growing rapidly and the Emery School was recognized as its educational center for elementary pupils. For a period of 20 years Miss Davis worked in this community as principal of the Emery School, where she won recognition as a community leader and at the same time established herself as one of the leading principals of the city. During this period Miss Davis for a number of years was president of the principals' association, and served on a number of committees which were steering important legislation in Congress affecting our teachers. Probably the most valuable achievement of this period was the passage of the teachers' retirement law, which has been a great boon to the teachers of this city. It is significant in this connection that at this time Miss Davis becomes the beneficiary of the very legislation for which she labored so assiduously for a number of years prior to 1920 when Congress passed the teachers' retirement act.

In recognition of her outstanding ability as administrator, Miss Davis was promoted to the supervising principalship of the sixth division on October 1, 1923. For six years Miss Davis has had charge of the supervision of 17

elementary school buildings in that portion of northeast Washington. Here she has won an enviable reputation as an effective school officer and a wise community leader. She will be greatly missed in the conferences at school headquarters.

In view of this record of notable service in the schools, the superintendent respectfully recommends that the Board of Education express a vote of appreciation and commendation, that a copy of this statement be spread on the minutes of this meeting, and that the secretary be instructed to send a copy to Miss Davis.

MISS A. M. CLAYTON

At her own request the superintendent has the honor to present to the Board of Education at this meeting the retirement papers of Miss A. M. Clayton, administrative principal in charge of Seaton-Blake School, this retirement to become effective August 31, 1929. In retiring at this time, there comes to a close a period of 44 years of continuous service in the public schools of the District of Columbia. School officers and associates regret that it becomes necessary for Miss Clayton to withdraw from the schools at this time. As teacher and principal throughout these many years, the work of Miss Clayton has been characterized by conscientious devotion to duty.

In the early days of her labors, Miss Clayton taught the primary grades, advancing from grade to grade in several different schools. Her first assignment in October, 1885, was to the first grade at Peabody School, on the meager salary of \$400 per annum. She was gradually promoted to higher grades, teaching at Blair, Madison, and Taylor Schools, until she was elevated to the principalship of Hayes School in 1896. She continued from that time on as a teaching principal in several buildings until she was advanced to an administrative principalship at the Seaton-Blake School in 1926. Previously she had served as teaching principal at Seaton for three years.

Professionally high minded and devoted to her calling as an educator, Miss Clayton served the schools well throughout her career. She was always concerned that her school be a center of wholesome influence for the community and labored consistently with that high purpose in view. In her leadership of teachers she stood for high professional ideals.

In submitting her retirement papers to the Board of Education, the superintendent recommends that the work of this officer and teacher be commended by the board, that a copy of her record of service be spread in the minutes of the meeting, and that the secretary send to Miss Clayton a copy of the record.

MISS A. L. GALESKI

The superintendent has the honor to submit to the Board of Education for its consideration at this meeting, the voluntary request for retirement of Miss A. L. Galeski, administrative principal of Grant-Weightman School, this retirement to become effective from and after August 31, 1929. Although in the best of health, Miss Galeski deems it wise to withdraw from service at this time rather than delay her retirement until impairment of health makes her retirement necessary. Devoted to the work of her profession, Miss Galeski has rendered faithful service in the schools as teacher and principal for 43 years. During 14 years of this time she has been a principal of elementary schools.

Her first assignment as a primary teacher in the schools was to the first grade at Thomson School in September 1886. She was promoted rapidly to higher grades, teaching third and fourth grades at Grant School and later a fifth grade at Adams. In 1892 she was promoted to a sixth grade assignment in Franklin School, after which she served for 14 years as seventh grade teacher in Dennison School. After teaching eight-grade classes at Cooke, Thomson, Johnson, and S. J. Bowen Schools, Miss Galeski was honored by a promotion to a principalship at Bowen. This was in 1916. Later she was assigned to the principalship of Hyde School and in 1922 to the principalship of Weightman School. Two years later Miss Galeski was advanced to an administrative principalship when Grant and Weightman Schools were combined as a unit.

Her record shows that Miss Galeski has been in a position of leadership in a number of different communities. In the solution of her educational problems Miss Galeski has always been courageous and aggressive. For this

reason she was always recognized as a successful teacher of boys, who will remember her fine comradeship and broad understanding of the natural interests of boys. As an eighth-grade teacher for more than 20 years Miss Galeski influenced hundreds of boys and girls of adolescent age and will be remembered by them as a friendly teacher and principal.

The superintendent desires to recommend that the Board of Education express a vote of commendation of this officer who now retires, that a copy of this record be spread on the minutes of this meeting, and that the secretary be instructed to send to Miss Galeski a copy of the record.

MISS K. R. MACQUEEN

The superintendent is presenting for the consideration of the Board of Education at this meeting, the request for retirement of Miss Katherine R. Macqueen, administrative principal of Takoma School, this retirement to become effective from and after August 31, 1929.

This retirement will terminate a period of service very satisfactorily rendered throughout a period of 47 years. For 17 years Miss Macqueen has served as a teacher and for 20 years as principal at Takoma School. These professional labors have been so rendered by Miss Macqueen as to bring credit to herself as she now withdraws from her school labors.

In September, 1882, Miss Macqueen began her career as a teacher in the second grade at Thomson School. She moved up in the grades by gradual promotions, teaching the fourth, fifth, sixth, and seventh grades at Force and Adams. Her promotion to an eighth-grade position came in 1906, her assignment being Dennison School, where she taught for three years. In recognition of her executive ability Miss Macqueen was promoted to the principalship at Takoma in 1909, and when that building received its addition and became a 16-room unit Miss Macqueen became an administrative principal.

It is an honor to labor acceptably in a community as an educational leader for so long a period as 20 years. Miss Macqueen has seen the school in Takoma grow from a small unit to a large building that now requires portable schools to take care of its enrollment. Her work as teacher and as principal has been characterized by the maintenance of high standards of instruction and by a devotion to high professional ideals. As a teacher and officer Miss Macqueen impressed her pupils with the desirability of being useful members in the home and worthy citizens in the community. She was always solicitous of the good effect of her school in the community life.

At this time when this faithful officer requests retirement, the superintendent desires to suggest that the Board of Education vote its appreciation of services well rendered, that a copy of this record be spread on the minutes of this meeting, and that Miss Macqueen be sent a copy of the record by the secretary of the board.

3. APPOINTMENTS TO FILL VACANCIES

The following appointments were made to fill vacancies during the school year 1928-29:

SENIOR HIGH SCHOOL PRINCIPAL

MR. HARVEY A. SMITH

Mr. Harvey A. Smith was appointed to fill the position vacated by the death of Mr. Alvin W. Miller.

Mr. Harvey Arthur Smith is a native of Lancaster, Pa. He was educated in the public schools and Fairview Academy, Pennsylvania. He received a degree of A. B. in 1914 from Franklin and Marshall College, Lancaster, Pa. In 1921 he received the degree of M. A. from the University of Pennsylvania. He is just completing his work for a doctor's degree in Teachers College, Columbia University, New York City.

Mr. Smith has had very extensive experience as teacher and school administrator. He was teacher of Latin and mathematics in Franklin and Marshall

College, Lancaster, Pa.; teacher of Latin and German in the Chester High School, Chester, Pa.; teacher of German in the Lancaster High School, Lancaster, Pa.; and teacher of mathematics in the Millville High School, Millville, N. J. He was made principal of the Millville High School, Millville, N. J., in 1922 and was promoted to the position of superintendent of schools, Millville, N. J., in 1925.

During the past year he has taken intensive postgraduate work in further preparation for administrative and supervisory positions. Among the courses which he has pursued in Teachers College have been a major course in educational administration, principles, and theory of the junior high school, philosophy of education, school statistics, methods of research, and comparative education.

Mr. Smith is 39 years old and married. He is the author of "A Study of High School Failures," and of various articles in the American Educational Digest. He has won the academic honors of Phi Beta Kappa and Phi Delta Kappa.

Mr. Smith has been recommended in the highest terms by those who have known of his work as a teacher, principal, and school superintendent.

The following quotation from a commendation by Paul R. Mort, director of the school of education, Teachers College, Columbia University, is typical of the character of commendations which have been furnished in regard to Mr. Smith:

"Mr. Smith is one of the most outstanding students that has come through the department of school administration for a number of years. I can recommend him without reservation of any sort for a position of major responsibility as a school administrator or as an instructor in a school of education. He is well fitted to make an outstanding contribution in either of these fields."

ASSISTANT HIGH SCHOOL PRINCIPAL

MR. H. DALE DAVIS

The vacancy caused by the promotion of Mr. Frank A. Woodward to the principalship of the Gordon Junior High School was filled by the appointment of Mr. H. Dale Davis.

Mr. Henry Dale Davis is a native of Wichita, Kans., and was graduated from the Kansas Teachers College of Emporia, Kans., in 1914 with a degree of A. B. He received the degree of A. M. from Teachers College, Columbia University, New York City, in 1920.

Mr. Davis was teacher of history and economics in Mulvane, Kans. He was principal and superintendent of schools in Protection, Kans., and teacher of history in the Wichita High School. He was principal of the Horace Mann Junior High School in Wichita, Kans., and teacher of history in the Lakewood High School of Lakewood, Ohio. He was principal of the Horace Mann Junior High School in Lakewood, Ohio.

Mr. Davis has been since 1925 associate in charge of university extension, Columbia University, New York. He comes to Washington with a broad experience in school work in the elementary, junior high school, and secondary and university fields. He is married and has one child, a girl 12 years of age.

ADMINISTRATIVE PRINCIPALS

MRS. FLORENCE H. ROGERS

On September 1, 1928, Mrs. Florence H. Rogers was appointed principal of the Wallach-Towers Schools, vice Miss Julia M. Rawlings, retired.

MISS ELLA M. CROOK

On January 2, 1929, Miss Ella M. Crook was appointed principal of the Wallach-Towers Schools, vice Mrs. Florence H. Rogers, transferred to the Bryan School.

MRS. FLORENCE N. CORNELL

On March 7, 1929, Mrs. Florence N. Cornell was appointed principal of the Edmonds-Maury Schools, vice Miss Florence C. Mortimer, transferred to Wheatley School.

4. APPOINTMENT TO NEW POSITION DUE TO REORGANIZATION

MISS A. E. HOPKINS

On August 1, 1928, the Barnard School was designated as a 16-room building, and Miss A. E. Hopkins, who was formerly the teaching principal of that school was promoted to be its administrative principal.

5. APPOINTMENTS TO FILL NEWLY CREATED POSITIONS

MR. JERE J. CRANE

On June 1, 1929, Mr. Jere J. Crane was appointed to the new position of first assistant superintendent in charge of buildings and grounds.

Supt. Frank W. Ballou announces the appointment of Mr. Jere J. Crane as first assistant superintendent of schools in charge of buildings and grounds, to begin service June 1, 1929.

Mr. Crane resides at 5829 Chevy Chase Parkway NW., Washington, D. C. He is at present employed in the office of the Supervising Architect, Treasury Department, designing Government buildings. The following is a statement of his qualifications.

Mr. Crane began the study of architecture in 1894. For five years he studied in the office of Carrere & Hastings, architects for the New York Public Library; he studied four years with Donn Barber, New York City; and he was a student of design at Columbia University.

Mr. Crane's experience is as follows:

1906-1911: Office of the Supervising Architect, Treasury Department.

1911-12: Office of Ingalls & Hoffman, architects, New York City.

1912-1921: Resident architect for the municipal sanatorium, Otisville, Orange County, N. Y.

1921-1924: Office of the Supervising Architect, Treasury Department, concerned with hospital construction.

1924-25: While on leave of absence, office of De Garmo & Varney, architects, Miami, Fla.

1926-29. Office of Supervising Architect, Treasury Department, designing Government buildings.

The municipal sanatorium at Otisville, N. Y., is a city hospital, operated by the New York City Health Department. As executive head of this sanatorium, Mr. Crane was in charge of all activities except the medical care of patients, including the designing, planning, and erecting of new buildings, and the management and upkeep of all the existing buildings and grounds, which were approximately 125 in number, located on 1,300 acres of land. Mr. Crane was responsible for securing the materials and labor for construction and maintenance of the buildings.

A complete water and sewerage system was installed, together with a system of roadways. Woodworking, plumbing, electrical, and blacksmith shops were operated on the premises. In addition, the hospital facilities, including a dairy and general farming and truck gardening, were developed and operated under his direction. The sanatorium provided for the care of 600 patients, and required 250 or more employees for its operation and maintenance.

Mr. Crane has been a registered architect in the State of New York since 1916, and is also registered in the District of Columbia.

MR. NORMAN J. NELSON

On July 1, 1929, Mr. Norman J. Nelson was appointed assistant principal of Western High School.

Mr. Norman J. Nelson is a graduate of George Washington University with a degree of A. B.

Mr. Nelson was first appointed as a teacher of business subjects in Central High School in 1922. In 1925 he was promoted as assistant principal, Central High School. In 1928 he resigned in order to go to Harvard University to pursue graduate study.

Mr. Nelson established for himself a splendid record for efficiency and real service in his connection with Central High School and we feel sure that his service in the new position will be of an outstanding character.

MR. GEORGE D. STRAYER, JR.

On July 1, 1929, Mr. George D. Strayer, jr., was appointed to the new position of statistician.

Mr. George Drayton Strayer, jr., was graduated from Princeton University with a degree of B. S. in 1927. In 1928 he was awarded the degree of M. A. by the Teachers College of Columbia University, New York. He is now a candidate for the degree of Ph. D. at Teachers College.

Mr. Strayer now occupies the position of assistant to the superintendent of schools, in charge of research, Great Neck, Long Island, N. Y. His training for the position to which he is recommended includes courses in educational administration, educational statistics, problems in elementary education, elementary school supervision, the psychology of elementary school subjects, and mathematics.

Mr. Strayer has presented testimonials of the highest character commending him both for his training and personal qualifications. Prof. N. L. Engelhardt, professor of education, Teachers College, Columbia University, New York City, makes the following statement:

"Mr. Strayer gives splendid promise as a worker and leader in the field of education. I have known him since boyhood and characterize him as a splendid specimen of American manhood. I have every confidence in his ability to succeed and recommend him most strongly to boards of education or superintendents of schools desiring the services of an ambitious, clear thinking, and hard working young man."

6. TRANSFERS

Transfers of officers during the past school year without change of rank or salary were as follows:

MISS JANET M'WILLIAM

Supervising principal, from the second, fourth, and eighth divisions to the third division.

MRS. FLORENCE H. ROGERS

Administrative principal, from Wallach-Towers Schools to Bryan School.

MISS FLORENCE MORTIMER

Administrative principal, from Edmonds-Maury Schools to Wheatley School.

SECTION III. ESTABLISHMENT OF TEACHERS COLLEGES

The establishment of teachers' colleges in the District of Columbia is one of the most significant developments that has taken place in the school system of Washington in many years. The importance of the establishment of these schools lies in the far-reaching effect which better prepared teachers will have on the instruction provided in the public schools. Heretofore teachers in the elementary schools have been graduates of the 2-year normal school. Recently the normal school course was extended to cover a 3-year period. The establishment of teachers' colleges during the past year means that after July 1, 1933, when the first class will be graduated from the 4-year teachers' college, the eligibility requirements for teaching in the elementary schools of the District of Columbia will be a 4-year professional course leading to an appropriate degree. Because of the significance of thus raising the eligibility requirements for elementary school teachers, Section III is devoted to a brief historical statement covering the professional training of teachers in Washington.

1. ESTABLISHMENT OF THE NORMAL SCHOOLS

By an act approved June 23, 1873, a normal school was established for the City of Washington. Since certain provisions of that law led directly to the establishment of the teachers' colleges in 1929, the law is quoted in full as follows:

[An act to establish a normal school for the city of Washington]

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the board of trustees of public schools of the city of Washington be, and is hereby authorized to establish a normal school in the Franklin School Building for the special education of advanced pupils, who are to become teachers in the public schools of said city.

Sec. 2. *And be it further enacted,* That the Board of trustees be authorized to employ a principal teacher of said school, at a salary not exceeding fifteen hundred dollars per annum, payable in monthly installments, as the salaries of other teachers of the public schools are paid: *Provided,* That no further expense shall be incurred by this act than is now required for teachers in the public schools for the year ending June 30, 1874.

Sec. 3. *And be it further enacted,* That the board of trustees shall have power to make all necessary rules and regulations for the organization and government of the Normal School, to prescribe the course of study to be pursued therein, and to fix terms for the admission and graduation of pupils: *Provided,* That the graduates of this school shall have preference in all cases when appointments of teachers for the public schools are to be made.

Approved June 23, 1873.

Teacher preparation for colored pupils in the District of Columbia was undertaken as an endeavor outside the public-school system previous to 1879, largely through the efforts of Miss Myrtilla Miner. In the year 1879 the normal school for colored pupils became a part of the public-school system of the District of Columbia.

2. REPORT OF THE SCHOOLHOUSE COMMISSION

The report of the schoolhouse commission of 1908 recommended for both the white and colored schools "a normal school or normal college with a large model practice department." As a result of this recommendation, the J. Ormond Wilson Normal School and the Myrtilla Miner Normal School buildings were constructed in 1913 and a more extended normal-school program inaugurated.

3. REORGANIZATION OF NORMAL SCHOOLS

In October, 1925, the superintendent called to the attention of the Board of Education the need of answering certain questions that had arisen in connection with the organization and operation of the two normal schools. Subsequently, on January 6, 1926, the superintendent presented a formal recommendation to the Board of Education that the United States Bureau of Education be asked to study the normal schools and make such recommendations to the Board of Education for the development of those schools as their study of the present institutions and the needs of the District of Columbia for trained teachers might suggest. Accordingly, the United States Bureau of Education accepted the invitation and reported to the board on June 28, 1926. The recommendations made by the United States Bureau of Education were considered by the board and school officials for several months. Following this study, the superintendent reported to the board on March 30, 1927, indicating general approval of the recommendations of the Bureau of Education. Significant among these recommendations was one proposing that the 2-year course in the normal schools should be extended to cover three years. This recommendation was approved by the Board of Education and put into effect July 1, 1927.

4. JUNIOR COLLEGES AND TEACHERS' COLLEGES FOR WASHINGTON

The junior college movement is a significant development that has taken place in higher education during the past 10 or more years throughout the country. Junior colleges have to do with the first two years of the 4-year college course. The movement has resulted in the establishment of independent junior colleges in different parts of the several States, thereby bringing higher education nearer to the homes of the people. Naturally, these institutions become feeders for the State university or for other 4-year collegiate institutions. The movement is also to be observed in 4-year collegiate institutions that have divided their 4-year program of study leading to a degree into two parts, one covered by the junior college and the other covered by the senior college.

From time to time during the past several years proposals have been made in the District of Columbia for the establishment of a junior college. This proposal was made in the interests of providing collegiate education for the high-school graduates of the District of Columbia at public expense. In his report for the school year 1927-28, the superintendent called attention to the junior college

movement and also to the desirability of considering the transformation of the normal schools into teachers' colleges. The superintendent closed his discussion of the matter with a recommendation that the board authorize a thoroughgoing study of the need of a junior college in Washington, as well as the establishment of teachers' colleges.

The discussion of the needs of the normal schools and the extension of the program of studies from two to three years undoubtedly directed public attention to the desirability of taking the additional step of establishing teachers' colleges. Before the superintendent was able to study and report on the need of a junior college and the establishment of teachers' colleges, the hearings on the appropriations bill for 1930 were held, and action was held by Congress leading to the establishment of teachers' colleges.

5. CONGRESSIONAL ACTION

The hearings before the subcommittee of the Committee on Appropriations of the House of Representatives developed a discussion of the necessity, desirability, or justification of the following proviso of the act of June 23, 1873, establishing the normal school, as follows:

Provided, That the graduates of this school shall have preference in all cases when appointments of teachers for the public schools are to be made.

Under the provisions of this legislation, graduates of the normal schools of the District of Columbia have been given preference in appointments of teachers for the elementary schools of the District of Columbia. During the past several years the number of such graduates has been sufficient to fill all new positions or vacancies in the teaching staff of the elementary schools, thereby precluding the possibility of any teacher outside of the District of Columbia securing a position to teach in the elementary schools of Washington, no matter what her training or success in teaching may have been.

The appropriation bill as reported by the subcommittee to the House of Representatives, contained the following legislative provision:

Provided, That beginning July 1, 1931, and thereafter, section 3 of the act of the Legislative Assembly of the District of Columbia, approved June 23, 1873, entitled "An act to establish a normal school for the city of Washington" (section 42, chapter 57, of the Compiled Statutes in force in the District of Columbia), shall apply only to those graduates of the normal schools of the District of Columbia who shall at the time of their graduation rank within the first 25 per cent of their respective classes, arranged in order of their ratings received for their entire normal-school course.

This legislative provision aroused much discussion among the residents of the District of Columbia, and caused the passage of a number of resolutions by citizens' associations against the enactment of this legislation. Nevertheless, the above proviso was included in the appropriations bill as it passed the House.

Further consideration was given to this provision by the subcommittee of the Committee on Appropriations of the Senate and the provision was eliminated.

In conference the proviso was modified to read as follows:

Provided, That effective July 1, 1933, that portion of section 3 of the act of the Legislative Assembly of the District of Columbia, approved June 23, 1873, entitled "An act to establish a normal school for the city of Washington" (section 42, chapter 57, of the compiled statutes in force in the District of Columbia), which provides that the graduates of the normal schools in the District of Columbia shall have preference in all cases when appointments of teachers for the public schools are to be made, is hereby repealed: *Provided*, That the Board of Education is hereby authorized, under appropriations hereafter to be made, to expand the two existing normal schools into teachers' colleges, and at the end of the fourth year thereof to award appropriate degrees.

The significant changes made in this provision in conference are:

1. Changing the date for putting the law into effect from July 1, 1931, to July 1, 1933.
2. Changing the preference from the first 25 per cent of the graduating class to the entire repeal of the provision giving preference to normal-school graduates.
3. The addition of the proviso authorizing the Board of Education to expand the normal schools into teachers' colleges.

This provision of the District of Columbia appropriations act for 1930 is the legal authority for the establishment of teachers' colleges in Washington, D. C.

6. ESTIMATED COST

In connection with the consideration of the establishment of teachers' colleges by the Senate Committee on Appropriations, attention was given to the probable cost of such action. At the request of the chairman of the subcommittee of the Committee on Appropriations, Hon. Hiram Bingham, the president of the Board of Education, Mr. Charles F. Carusi, under date of January 28, 1929, addressed the following communication to Senator Bingham:

DEAR SENATOR: Complying with your request for an estimate of cost involved in expanding the two normal schools into teachers' colleges, I beg to advise you that after consultation with the school officials I feel justified in stating to your committee that the cost will not exceed a sum between \$30,000 and \$35,000 for each of the two normal schools.

The items of cost involve a salary for the head of the institution of between \$6,000 and \$7,000; four full-time professors, at salaries of \$4,500 to \$5,000; and an increase of from \$6,000 to \$8,000 to provide a new salary schedule for the other members of the faculty of the normal schools.

I think I am speaking for the people of Washington when I say that the better equipment of their sons and daughters for teaching positions throughout the country would be regarded as a reasonable quid pro quo for the surrender of the existing priority of placement in the local schools.

Very respectfully,

CHARLES F. CARUSI.

7. BOARD ACTION

Under date of April 17, 1929, the superintendent of schools submitted to the Board of Education the following report and orders establishing teachers' colleges, which orders were approved by the Board of Education.

LADIES AND GENTLEMEN: The appropriations act for the fiscal year ending June 30, 1930, contains the following legislative provision:

"*Provided*, That the Board of Education is hereby authorized under appropriations hereafter to be made, to expand the existing normal schools into

teachers' colleges, and at the end of the fourth year thereof to award appropriate degrees."

At the request of the members of the Board of Education and for the purpose of putting the above legislation into effect, the superintendent submits the following orders for the consideration of the board.

ESTABLISHING TEACHERS' COLLEGES

Ordered, That from and after July 1, 1929, and for all pupils entering after that date, the Wilson Normal School and the Miner Normal School be, and hereby are, expanded respectively into the J. Ormond Wilson Teachers' College and the Myrtilla Miner Teachers' College.

That the program of study in the teachers' colleges shall be four years in length.

That on successful completion of the said 4-year course an appropriate bachelor's degree shall be conferred.

The significance of this order.—The significance of the passage of the above order will be indicated by the following statements.

1. All new students entering the teacher-training institutions after July 1, 1929, will enter for a 4-year teachers' college course leading to a degree.

2. All students now in the normal schools will continue as normal-school students, completing a 3-year normal-school course.

3. The first graduates of the teachers' colleges will be in the graduating class of June, 1933, and the members of this class and all subsequent teachers' college graduates will not receive the benefit of preferential consideration in the appointment of teachers in the schools of Washington, as provided in the act of 1873.

PUPILS NOW IN THE NORMAL SCHOOLS

Ordered, That the status of the pupils now enrolled in the normal schools shall continue to be that of normal-school pupils, and that they shall be allowed to complete the 3-year normal-school course on which they have entered, notwithstanding the accompanying order establishing teachers' colleges for students hereafter entering teachers' training institutions."

The significance of this order.—The significance of the passage of the above order will be indicated by the following statements.

1. The present second-year class in the normal schools will complete its 3-year course in June, 1930, and the present first-year class will complete its 3-year course in 1931.

2. Since the first class from the 4-year teachers' colleges will be graduated in 1933, there will be no graduating class from the normal schools or the teachers' colleges in 1932.

3. All students now in the normal schools who successfully graduate therefrom in 1930 or 1931 will be entitled to preference in appointment of teachers in elementary schools as provided in the act of 1873.

ADMINISTRATIVE AND TEACHING STAFF

To change the present normal school faculties into teachers' college faculties the superintendent recommends the passage of the following orders:

Ordered, That the administrative and teaching staff of each teachers' college shall consist of: (a) A president, (b) a dean, (c) professors, (d) assistant professors, (e) instructors, and (f) part-time instructors.

Ordered, That the salary of the president of a teachers' college be, and hereby is, fixed at the salary of a first assistant superintendent of schools, namely, an initial salary of \$5,000, with an annual increase of \$200 for a period of five years until a salary of \$6,000 is reached.

"That the salary of the dean of a teachers' college shall be, and hereby is, fixed at the salary of the principal of a high school, namely, a minimum salary of \$4,000, with an annual increase of \$100 for a period of five years until a salary of \$4,500 is reached.

"That the superintendent of schools be, and hereby is, directed to make a study of the salaries of professors, assistant professors, and instructors in teachers' colleges, and to recommend to the Board of Education for its approval a salary schedule for the teachers' colleges in Washington."

APPROPRIATIONS

For the purpose of organizing and conducting teachers' colleges, the superintendent recommends that the Board of Education instruct the committee on finance of the board and the school officials to give consideration to the need of appropriations to be requested, either in the first supplemental estimates, which go to Congress in December, 1929, or in the regular appropriation act for 1931, for the following specified purposes:

1. Salaries of presidents of teachers' colleges.
2. Salaries of additional professors.
3. Increased salaries for members of the present faculties.
4. Additional assistant professors, instructors, and part-time teachers.
5. Structural changes in the two normal-school buildings.

RESTRICTION OF ENROLLMENTS

The superintendent and his assistants have not completed their study of the matter of restricting admission of students to the teachers' colleges. The superintendent hopes to report on this topic at an early date.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

8. ADMISSION TO THE TEACHERS' COLLEGES

At the meeting of the Board of Education held July 1, 1929, the following statement of entrance requirements and limitation of enrollment was approved:

GENERAL INFORMATION CONCERNING TEACHERS' COLLEGES, WASHINGTON, D. C.,
JULY 1, 1929

FOREWORD

The following information is given for the benefit of prospective students who consider entering the teachers' colleges:

An appropriate degree will be conferred on those who successfully complete the prescribed 4-year course of study.

The program of studies will include preparation of students to teach in:

- I. Kindergarten-primary grades (1, 2, and 3).
- II. Intermediate grades (4, 5, and 6).
- III. Junior high schools (7, 8, and 9—salary class 2A).

ENTRANCE REQUIREMENTS

1. Graduation from one of the high schools of the District of Columbia or graduation from a 4-year accredited high school that requires not less than 15 units of secondary work or the equivalent thereof.

2. Students must meet all health requirements. All students on entering and annually thereafter are required to take a physical and medical examination.

3. Students on entering will be required to take an entrance test for the purpose of more accurate guidance and classification.

4. Candidates who have had equivalent courses in accredited institutions shall be given appropriate credit for such work.

LIMITING ENROLLMENT

Since the pupil capacity of each teachers' college building is not over 600 students, it becomes necessary to establish a procedure for limiting the entering class each year to 150 students.

In case the number of applicants for admission to the entering class of a teachers' college in the District of Columbia in any year exceeds 150 students, the principal shall admit applicants who are graduates of an accredited high

school, and who are certified by the health officer as physically eligible for admission, in the following order:

1. Bona fide residents of the District of Columbia, who stand in scholarship in the upper two quartiles of their respective graduating classes.

2. Bona fide residents of the District of Columbia, who stand in scholarship in the third quartile of their respective graduating classes.

3. Nonresidents of the District of Columbia, who stand in scholarship in the upper two quartiles of their respective graduating classes.

4. Nonresidents of the District of Columbia, who stand in scholarship in the third quartile of their respective graduating classes.

The number of persons admitted on advanced standing should not be such as to result in any class exceeding 150 students.

No application for admission shall be considered after September 1 of each year except to fill the entering class quota of 150.

NOTE.—A resident student is one who resides with his parents or legally appointed guardian within the boundaries of the District of Columbia.

9. COURSE OF STUDY

At the meeting of the Board of Education held June 26, 1929, the following course of study was approved for the first year of the teachers' colleges. Tentative courses for the second, third, and fourth years have been worked out and informally discussed with the Board of Education. The officers requested further time to consider the courses for the later years.

Three programs of instruction will be offered, namely, kindergarten-primary, intermediate, and junior high. The course for the first year will be the same for all students.

	Hours	Credits
<i>First year, first semester</i>		
Required:		
Teaching, 101 (introduction to observation and participation)	3	2
English, 101 (composition and literature)	3	3
Social studies, 101 (history of civilization)	3	3
Physical education and hygiene, 101	3	2
Art, 101	3	2
Electives		13
Total		² 15
Electives:		
Science, 101 (biology)	3	2
Science, 111 (physics)	4	3
Science, 121 (chemistry)	4	3
Mathematics, 101 (arithmetic)	2	2
Mathematics, 111 (college algebra)	3	3
Foreign language, 101	3	3
Music, 111 (piano)	2	1
<i>First year, second semester</i>		
Required:		
Psychology, 102 (introductory or elementary)	3	3
English, 102 (speech arts)	3	3
Social studies, 102 (geography, physiographic influences)	3	3
Music, 102	2	1
Physical education and hygiene, 102	3	2
Electives		4
Total		16
Electives:		
Science, 102 (zoology)	4	3
Science, 112 (botany)	4	3
Science, 122 (physics)	4	3
Science, 132 (chemistry)	4	3
Mathematics, 102 (arithmetic)	2	2
Mathematics, 112 (trigonometry)	3	3
Foreign language, 102	3	3

¹ Or 4.

² Or 16.

10. THE FUTURE

It will take time to work out a program of instruction for the teachers' colleges of Washington. It is the hope of the school officials that when completed the program of instruction in our teachers' colleges will be second to none in the country. A faculty will be procured that will represent the standard of scholarship and teaching that should characterize a teachers' college of first rank.

It must be recalled that for two years the faculty of the normal school and the teachers' college will be concerned not alone with the program of instruction for teachers' college students, but will be concerned also with the 3-year program of instruction for normal-school students who are expected to complete the course that they have entered upon.

The enthusiasm that has been exhibited by the principals and faculties of the normal schools, and by the supervisory officers concerned with the development of these schools, gives confident assurance to the superintendent that these schools will promptly take that place in the school system which such collegiate institutions of high rank should take.

SECTION IV. LEGISLATION AFFECTING THE PUBLIC-SCHOOL SYSTEM

In Section IV the superintendent proposes to discuss briefly the legislation that was prepared and supported by the Board of Education during the school year 1928-29, and to call attention to certain other legislation which did not originate with the Board of Education but which affects the public-school system directly or indirectly.

THE BOARD'S LEGISLATIVE PROGRAM

At the outset of the school year 1928-29 the board adopted a systematic plan for securing the passage of the legislation that had been prepared by the board during the school year 1927-28. This legislation is as follows:

1. Amending certain sections of the teachers' salary act.
2. Exempting individual board members from personal liability.
3. Exempting public-school employees from the \$2,000 salary limitation.
4. Providing free textbooks for all public-school pupils.
5. Providing leave of absence with part pay for teachers and officers.

In addition to the above bills prepared in 1927-28, the Board of Education directed the committee on legislation early in the school year 1928-29 to prepare another bill covering a second 5-year school-building program for submission to Congress.

All of this proposed legislation will be classified and considered under three topics: Bills that passed, bills that failed, and bills not acted on.

BILLS THAT PASSED

Of the aforementioned bills, two were enacted into law, namely, amending certain sections of the teachers' salary act and exempting individual board members from personal liability.

Amendment of certain sections of the teachers' salary act.—This bill became a law when approved by the President on February 28, 1929. The law is as follows:

[Public No. 834—Seventieth Congress]

AN ACT To amend certain sections of the teachers' salary act, approved June 4, 1924, and for other purposes

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the following quoted provisions of Article I, covering salary class 2, teachers in junior high schools, are hereby repealed.

"A teacher in the junior high schools who possesses the eligibility requirements of teachers in the elementary schools, and who in addition has met the higher eligibility requirements established by the Board of Education for

teachers in junior high schools, shall be paid in accordance with the following schedules:

"A teacher in the junior high school who possesses the eligibility requirements of teachers in the senior high and normal schools shall be paid in accordance with the following schedules."

So that the salary schedule, as amended, shall read as follows:

"CLASS 2. TEACHERS IN JUNIOR HIGH SCHOOLS

"Group A. A basic salary of \$1,600 per year, with an annual increase in salary of \$100 for eight years, or until a maximum salary of \$2,400 per year is reached.

"Group B. A basic salary of \$2,500 per year, with an annual increase in salary of \$100 for three years, or until a maximum salary of \$2,800 per year is reached.

"Group C. A basic salary of \$1,800 per year, with an annual increase in salary of \$100 for ten years, or until a maximum salary of \$2,800 per year is reached.

"Group D. A basic salary of \$2,900 per year, with an annual increase in salary of \$100 for three years, or until a maximum salary of \$3,200 per year is reached."

SEC. 2. That the Board of Education is hereby authorized to establish the eligibility requirements and prescribe such methods of appointment or promotion for teachers in the junior high schools as it may deem proper, subject to provisions of law covering such matters now in effect or which may hereafter be enacted.

SEC. 3. That the following provision of section 9 of Article V of the act of June 4, 1924, "*Provided further*, That no person who has not received for at least one year the maximum salary of Group A in any class, or Group C of class 2, shall be eligible for promotion to Group B of any class or Group D of class 2," shall not apply during the fiscal year 1923 to the teachers affected by the provisions of paragraph (d) of section 6 of the same act.

SEC. 4. Amend paragraph (q) of section 6 of Article IV by adding the following:

"*Provided further*, That in the case of trade teachers in regularly organized trade schools the Board of Education is authorized to credit approved experience in the trades in the same manner and to the same extent as though it were experience in teaching."

SEC. 5. That this act shall take effect on its passage.

Approved, February 23, 1929.

COMMENTS ON THE LAW

The above legislation was sought by the Board of Education not to raise or change teachers' salaries but in order to remove from the field of controversy certain provisions of the law relating to promotions and appointments.

Certain explanatory matters relating to salary schedules for junior-high-school teachers was the subject of misunderstanding and prompted appeals by teachers for promotions which, in the opinion of the Board of Education, were not thought to be desirable or within the meaning of the law. The passage of this law repealing that explanatory matter eliminates any ground for differences of opinion regarding the eligibility of teachers for promotions to the 2C salary class, since section 2 of the above law specifically gives the Board of Education the authority to prescribe such methods of appointment or promotion as the board may deem proper, subject, of course, to the provisions of law.

Section 3 of the act was intended to correct partially an injustice to a group of 75 or 80 junior high school teachers who were actually

promoted from elementary school salaries to junior high school salaries but who were not given the benefit of \$100 for such promotion, which benefit had been extended by the law to every teacher experiencing the same promotion since the teachers' salary act went into effect in 1924. The fact that the act was not passed until 1929 makes section 3 of no force and effect, since the relief provided therein for said teachers came too late to accomplish its purpose.

Section 4 makes it possible for the Board of Education to allow credit for approved experience in the trades to those trade teachers who come from the trades into teaching. Heretofore persons coming from the trades into teaching positions in trade schools could only be paid \$1,400, the basic salary of that schedule, since practically none of them had had experience in teaching. This provision does not change the salary schedule but it does permit the Board of Education to give credit for trade experience thereby making it possible for the board to pay persons of experience in the trades as much as \$1,800 as an initial salary.

Exempting individual Board members from personal liability.—This bill became a law when approved by the President on January 26, 1929. The law is as follows:

[Public, No. 687.—Seventieth Congress]

AN ACT TO amend Public Law No. 254, approved June 20, 1906, known as the organic school law, so as to relieve individual members of the Board of Education of personal liability for acts of the board

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That Public Law No. 54, approved June 20, 1906, be amended by adding, at the end of section 2 of said act, the following:

"The members of the Board of Education of the District of Columbia shall not be personally liable in damages for any official action of the said board performed in good faith in which the said members participate, nor shall any member of said board be liable for any costs that may be taxed against them or the board on account of any such official action by them as members of the said board; but such costs shall be charged to the District of Columbia and paid as other costs are paid in suits brought against the municipality; nor shall the said board or any of its members be required to give any supersedeas bond or security for costs or damages on any appeal whatever."

Approved, January 26, 1929.

COMMENTS ON THE LAW

The report of the Committee on the District of Columbia of the House of Representatives explained the purpose of this act in the following language:

The object of the bill is to relieve members of the Board of Education of the District of Columbia of any personal liability for payment of damages or costs in suits or actions at law growing out of official acts of the board.

The bill is intended to relieve a situation brought about by the fact that judgments, carrying costs, have in several instances been rendered against members of the board in actions brought against them regarding matters of interpretation, etc., of acts of Congress dealing solely with school matters, and with which the members of the board had no personal connection, the result being to hinder and obstruct them in making transfers of their own real estate. Eventually the District pays costs taxed against members of the board in litigation growing out of their official acts, but in the meanwhile a cloud is put upon the title to property of the individuals constituting the board.

BILLS THAT FAILED

Two bills which were prepared and supported by the Board of Education failed of passage in the Seventieth Congress. These bills provided the exemption of public-school employees from the \$2,000 salary limitation, and free textbooks for public-school pupils.

Exempting public-school employees from the \$2,000 salary limitation.—The bill was introduced in Congress on March 29, 1928, in the following form:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the provisions of section 6 of the legislative, executive, and judicial appropriation act, approved May 10, 1916, as amended, shall not apply to employees of the night schools, vacation schools, and Americanization schools of the public-school system of the District of Columbia conducted under and within appropriations made by Congress.

The bill was indorsed by the Board of Commissioners on March 27, 1928. It passed the Senate on May 3, 1928. It was reported with certain amendments by the Committee on the District of Columbia of the House of Representatives on May 11, 1928, and recommended for passage. It died on the calendar of the House when Congress adjourned on March 4.

COMMENT ON THE BILL

The provisions of section 6 of the legislative, executive, and judicial appropriation act, approved May 10, 1916, as amended, which the above bill modifies, are as follows:

SEC. 6. That unless otherwise specially authorized by law no money appropriated by this or any other act shall be available for payment to any person receiving more than one salary when the combined amount of said salaries exceeds the sum of \$2,000 per annum, but this shall not apply to retired officers of the Army, Navy, or Marine Corps whenever they may be appointed or elected to public office or whenever the President shall appoint them to office by and with the advice and consent of the Senate, or to officers and enlisted men of the organized militia and naval militia in the several States, Territories, and the District of Columbia.

The effect of the above law is to prevent the Board of Education from employing in night schools, vacation schools, and Americanization schools employees of various Government departments who have expert knowledge that would be of great value to students in such schools. Because of the higher salaries that have been established since 1916 both in the school system and in Government departments, persons in the Government whom it is the desire of school officials to employ are receiving a salary from the Government which, when combined with the pay which they receive in the high schools computed as directed by the Comptroller General almost invariably exceeds \$2,000.

The repeal of this provision, as proposed in the above bill, would not increase the cost of the activities carried on under the Board of Education; neither would it modify the salary schedules for such service. It would, however, permit the employment of better-trained teachers in some of the vocational and clerical subjects.

Providing free textbooks for public-school pupils.—The free textbooks bill was introduced in Congress in 1928. A similar bill had received the approval of the Director of the Bureau of the Budget on February 15, 1927, and he reaffirmed his former opinion relative

to this bill on March 29, 1928. The Commissioners of the District of Columbia recommended its passage in a report to Congress dated April 2, 1928. The bill passed the House of Representatives on February 11, 1929, in the following form.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Board of Education of the District of Columbia shall provide pupils of elementary schools, junior high schools, and senior high schools of the District of Columbia free of charge with the use of all textbooks, supplemental books, and other necessary educational books and supplies.

SEC. 2. That all books purchased by the Board of Education shall be held as property of the District of Columbia and shall be loaned to pupils under such conditions as the Board of Education may prescribe.

SEC. 3. That parents and guardians of pupils shall be responsible for all books loaned to the children in their charge and shall be held liable for the full price of every such book destroyed, lost, or so damaged as to be made unfit for use by other pupils.

SEC. 4. That the Board of Education shall purchase for use in the public schools only such books and supplies as shall have been duly recommended by the superintendent of schools and formally approved by the Board of Education.

SEC. 5. That the Board of Education, in its discretion, is authorized to make exchange or to sell books or other educational supplies which are no longer desired for school use.

SEC. 6. That the Board of Education is authorized to provide for the necessary expenses of purchase, distribution, care, and preservation of said textbooks, supplementary books, and educational supplies out of money appropriated under authority of this act.

SEC. 7. That this act shall take effect from the date of its passage.

Passed the House of Representatives February 11, 1929.

On February 15, 1929, the Senate Committee on the District of Columbia, recommended to the Senate favorable action on the bill as it passed the House.

No legislation in recent years has raised more interest or been accredited more universal support than this bill to provide free textbooks and educational supplies for the pupils of the public schools of the District of Columbia.

A bill, similar to the bill as it passed the House, had been approved by the Senate Committee on the District of Columbia May 4, 1928, and recommended for passage.

The failure of the passage of the free textbook bill in the Senate was due to the objections raised to it first by one Senator and then another.

After having satisfied the objections of the first Senator who objected to the measure, another Senator objected to the passage of the bill unless it should be amended to incorporate certain views which he holds with respect to the matter of separation of church and State.

The committee on legislation of the Board of Education, of which Mr. Henry Gilligan is chairman, made the following report to the Board of Education after Congress had adjourned and the free textbook bill had failed of passage:

The failure of enactment of the free textbook and supplies bill is a matter of deep regret to your committee. The House of Representatives passed it without amendment. In the Senate, when brought before that body under the unanimous consent calendar, it was repeatedly objected to by Senator Phipps, of Colorado. Many interviews were had with the Senator by various delegations, and he finally withdrew his objections, with the exception of a change in

wording. The committee wishes to express its appreciation of this action on the part of Senator Phipps.

The actual reason for the defeat of the measure should be laid at the feet of Senator Heflin, of Alabama. In his great zeal to force a vote on his amendments, designed to prevent the teaching of anything in our public schools contrary to the "American doctrine of separation of church and State," it was impossible to secure consideration of the bill by the Senate. The chairman of this committee pleaded with the Senator not to allow the defeat of the bill by the insistence upon his amendments, and called his attention to the fact that such insistence would result in depriving many poor boys and girls of the District of Columbia of a high-school education; the chairman also urged the Senator to give him one example of any un-American teaching in our schools at the present time, promising to bring such example to the attention of the board at once. No such example was forthcoming. The people of the District of Columbia may properly lay the blame for the defeat of the bill on Senator Heflin.

BILLS NOT ACTED ON

The Board of Education also prepared two other bills during the school year 1928-29, one providing leave of absence for teachers and officers with part pay and another providing a second 5-year school-building program. The school officials and the Board of Education consider these bills to be of major importance.

A description of the efforts of the Board of Education in the preparation and furtherance of these bills will reveal the care exercised in the preparation of school legislation as well as the difficulties under which the board labors in undertaking to secure the enactment of such legislation.

Leave of absence with part pay for teachers and officers.—On November 17, 1926, the board agreed that provision for leave of absence with part pay for teachers and officers was highly desirable and instructed its legislative committee to proceed with the preparation of such legislation. Immediately the superintendent and chairman of the committee on legislation began the preparation of a bill. More than a year was spent by the superintendent and the chairman of the committee with the teachers' council in preparing and revising a bill to the end that the bill would receive the united support of teachers and officers. The bill when ready for the commissioners had received universal indorsement, with but few objections made to it.

The bill as finally drafted was submitted to the Board of Education on January 11, 1928, and approved. This bill was then presented to the Board of Commissioners of the District of Columbia. There then followed conferences of school officials and board members with the commissioners in support of this bill. On February 25, 1929, the commissioners returned the bill with a report from the Bureau of Efficiency suggesting certain changes in the bill.

Following the receipt of this report, Mr. Gilligan, chairman of the committee, and the superintendent had a conference with the Board of Commissioners with a view of completing the revision of the bill at once. It was the obvious feeling of the commissioners that any further action on their part should be deferred until fall. The school officials and the board will revise the bill in accordance with the suggestions of the Bureau of Efficiency and return it to the commissioners for further consideration.

Obviously some of the difficulties which confront the Board of Education in securing school legislation arise from the apparent

necessity that such legislation must be submitted to Congress through the Board of Commissioners of the District of Columbia. Unless the Board of Commissioners approve of such legislation they do not forward it to Congress. If such legislation involves expenditures, as most proposed school legislation does, the commissioners must also secure the approval of the Director of the Bureau of the Budget.

COMMENT ON THE BILL

This bill provides that teachers and officers in the public schools of the District of Columbia may be given leave of absence for educational purposes by the Board of Education with part pay during said leave. A number of cities make such provision.

In general, such leaves of absence with part pay are justified on the ground that the school system expects increasingly satisfactory service from its teachers and, more and more, as in Washington, establishes a higher salary schedule for those teachers who are found to possess superior merit. Provision for leave of absence with part pay will encourage more teachers and officers to make preparation for increased efficiency. Moreover, such leave during the school year will make it possible for teachers and officers to secure more extended and more thorough training than they can during a six weeks' summer session at a college or university. It will likewise tend to encourage teachers to take such leave and will thereby make it possible for teachers to use their summer vacation periods for genuine recreation and rest which some of them must have if they are to maintain their physical strength and vigor.

Since the bill is not in final form, but as has been indicated will be modified in accordance with the suggestions of the Bureau of Efficiency, the draft of the bill is not included in this report.

Second 5-year school building program.—In his report to the Board of Education for the year 1927–28, the superintendent called attention to the fact that the period intended to be covered by the first 5-year school building program act ended June 30, 1930; that the need for additional school facilities in sections of the city not intended to be provided for in the first 5-year school building program was pressing; and that the representatives of the various associations in the District of Columbia in annual conference with the board had been advised of the intention of the board to prepare a second 5-year school building program bill and had been asked to submit to the committee on legislation their views as to need for land and buildings in their respective areas. Accordingly, in the aforesaid report the superintendent made the following recommendations:

1. That the Board of Education ask the committee on legislation to proceed as expeditiously as possible in the preparation of a second 5-year school building program act.
2. That the committee on legislation consider and take proper action on several questions which must be answered in connection with the preparation of such legislation.

The questions raised by the superintendent relative to the second 5-year program were as follows:

1. What buildings should be abandoned?
2. What buildings can be enlarged?

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The actual reason for the defeat of the measure should be laid at the feet of Senator Heflin, of Alabama. In his great zeal to force a vote on his amendments, designed to prevent the teaching of anything in our public schools contrary to the "American doctrine of separation of church and State," it was impossible to secure consideration of the bill by the Senate. The chairman of this committee pleaded with the Senator not to allow the defeat of the bill by the insistence upon his amendments, and called his attention to the fact that such insistence would result in depriving many poor boys and girls of the District of Columbia of a high-school education; the chairman also urged the Senator to give him one example of any un-American teaching in our schools at the present time, promising to bring such example to the attention of the board at once. No such example was forthcoming. The people of the District of Columbia may properly lay the blame for the defeat of the bill on Senator Heflin.

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The questions raised by the superintendent relative to the second 5-year program were as follows:

1. What buildings should be abandoned?
2. What buildings can be enlarged?

3. What buildings need reconditioning for improved use?
4. What new buildings are needed?
5. What shall be the policy of the Board of Education in the acquisition of land for playgrounds around the older buildings?

The board approved the recommendation of the superintendent and instructed its committee to proceed with the preparation of a bill. In determining the answers to the questions stated above the committee on legislation sought the professional advice of a committee made up of Mr. A. L. Harris, municipal architect, Maj. L. E. Atkins, assistant to the engineer commissioner, and Maj. R. O. Wilmarth, assistant superintendent of schools in charge of business affairs. This committee visited the buildings concerning which the board desired information, and answered the questions raised.

The superintendent prepared and submitted to the committee and the board a comprehensive report based on a study of capacity of schools, probable increase in enrollment due to shifts of population, and other possible developments affecting school attendance.

As a result, the committee prepared and submitted to the board a bill, which was approved by the Board of Education on December 19, 1928, and submitted to the Commissioners of the District of Columbia.

Subsequently Congressman Robert G. Simmons, chairman of the subcommittee of the Committee on Appropriations, introduced in the House of Representatives on January 14, 1929, a bill intended to accomplish the same purpose, as follows:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in order to provide for the expansion of the public-school facilities of the District of Columbia to cover existing needs and to care for the future growth of the school system by the acquisition of new sites, the enlargement of sites now or hereafter acquired, the erection of new buildings, the enlargement, extension, and major alteration or conversion of buildings now or hereafter erected, the acquisition of sites and erection of structures for athletic fields and school playgrounds either as a part of or separately from school plants and the enlargement of any such or similar sites and structures, and for any auxiliary buildings or structures deemed essential to make any school plant complete for educational purposes, there is hereby authorized to be appropriated from time to time as the needs of the public-school system may require such sum or sums as in the aggregate will not exceed \$10,000,000.

SEC. 2. Any necessary portion of the program authorized by the act entitled "An act to authorize a five-year building program for the public-school system of the District of Columbia which shall provide school buildings adequate in size and facilities to make possible an efficient system of public education in the District of Columbia," approved February 26, 1925 (Forty-third Statutes, pages 986-994), not covered by appropriations, or authorizations to make contractual obligations therefor, by the date that this act takes effect shall be absorbed and become a part of the authorization provided in section 1.

SEC. 3. The enlargement of sites as provided for in section 1 shall include the property necessary for such purposes whether contiguous to the particular site or sufficiently near it to fulfill the necessities of the school system.

SEC. 4. Such sums as are appropriated under the authority of this act shall be payable out of the combined appropriations from the revenues of the District of Columbia and the Treasury of the United States in the manner provided in the acts making appropriations for carrying out the purposes of this act.

SEC. 5. This act shall be effective on and after July 1, 1929.

At the request of the chairmen of the District Committees in the House and Senate, the board furnished Congressman Zihlman and Senator Capper with copies of its bill. The bill was introduced in

the House of Representatives by Mr. Zihlman on January 21, 1929, and the identical bill was introduced by Senator Capper on January 31, 1929.

A BILL To authorize a second 5-year building program for the public-school system of the District of Columbia which shall provide school buildings adequate in size and facilities to make possible an efficient system of public education in the District of Columbia

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That it is the purpose of this act, which shall hereafter be known as the second five-year school building program act, to continue and extend the purpose of the first five-year school building program act for another five-year period in order to provide a sufficient number of school buildings to make it possible to eliminate and avoid the use of portables; to eliminate and avoid the use of rented buildings; to eliminate and avoid the use of undesirable rooms; to keep elementary school classes to a standard of not more than forty pupils per class; to provide a five-hour day of instruction for elementary school pupils, thereby eliminating and avoiding part-time classes; to abandon all school buildings recommended for early abandonment in 1908; to abandon other school buildings which have become unfit for further use since 1908; to provide a full day of instruction for high-school pupils, thereby eliminating and avoiding the double shift and short-day program in the high schools; to provide for the annual increase in enrollment of pupils during the period from July 1, 1930, to June 30, 1935; and in general, to provide in the District of Columbia a program of schoolhouse construction which shall exemplify the best in schoolhouse planning, schoolhouse construction, and educational accommodations.

ELEMENTARY AND JUNIOR HIGH SCHOOLS

SEC. 2. The following items for the purchase of land for school sites and school playgrounds, and for the construction of buildings for elementary schools and junior high schools are authorized:

DIVISION I

ELEMENTARY SCHOOLS

For the purchase of a site in Burleith, or vicinity, on which to locate a new 16-room school building ultimately to replace the Fillmore School.

For the erection of an 8-room extensible building, including a combination gymnasium and assembly hall on a site to be purchased in Burleith or vicinity to relieve the Fillmore School.

For the erection of an 8-room extensible building, including a combination gymnasium and assembly hall on a site at Thirty-first and Broad Branch Road now owned by the District of Columbia.

For the erection of an 8-room extensible building, including a combination gymnasium and assembly hall on a site to be purchased in Wesley Heights.

For the erection of an 8-room extensible building, including a combination gymnasium and assembly hall on a site already authorized to be purchased in the vicinity of Connecticut Avenue and Upton Street.

For the purchase of land adjoining the Murch School for playground purposes.

For the purchase of a site in the vicinity of Forty-first and Jenifer Streets northwest on which to locate a typical elementary school building ultimately to replace the E. V. Brown School.

JUNIOR HIGH SCHOOLS

For the construction of two gymnasiums at the Gordon Junior High School in accordance with the original plans for the construction of said building.

For the construction of one wing to the junior high school authorized to be erected in the Reno section in accordance with the plans of the typical junior high school.

DIVISION III

ELEMENTARY SCHOOLS

For the purchase of a site in the vicinity of the Keene School to provide for the replacement and enlargement of that school building.

For the erection of an 8-room extensible building, including a combination gymnasium and assembly hall, on a site to be purchased in the vicinity of the Keene School.

For the construction of an 8-room addition to replace the original four rooms of the Truesdell School, making the Truesdell Schools a 16-room building of the modern type, including the necessary remodeling of the present building.

For the construction of an 8-room addition to the Whittier School, including a combination gymnasium and assembly hall, and including the necessary remodeling of the present building.

For the purchase of additional land adjoining the Bancroft School to provide for the construction of an addition to said school.

JUNIOR HIGH SCHOOLS

For the construction of a third story of eight rooms at the Powell Junior High School, together with a gymnasium, including the necessary remodeling of the present structure.

For the construction of a second wing at the Macfarland Junior High School, including the necessary remodeling of the present building.

For the construction of one wing at the Paul Junior High School in accordance with the original plans of the typical junior high school, including the necessary remodeling of the present building.

DIVISION V

ELEMENTARY SCHOOLS

For the erection of an 8-room addition to the Woodridge School, including a combination gymnasium and assembly hall, and including the necessary remodeling of the present building.

For the erection of an 8-room extensible building, including a combination gymnasium and assembly hall, on a site now owned by the District of Columbia at Tenth and Evarts Streets northeast.

DIVISION VI

ELEMENTARY SCHOOLS

For the erection of an 8-room addition to the Kingsman School, including a combination gymnasium and assembly hall, and including the necessary remodeling of the present structure.

DIVISION VII

ELEMENTARY SCHOOLS

For the construction of a 4-room addition to the Congress Heights School, including a combination gymnasium and assembly hall, and including the necessary remodeling of the present building.

For the construction of a 4-room addition to the Randle Highlands School, including a combination gymnasium and assembly hall, and including the necessary remodeling of the present structure.

JUNIOR HIGH SCHOOLS

For the construction of connecting corridors between the Hine Junior High School and the Towers School and the necessary remodeling of both buildings.

For the purchase of a site in the vicinity of the Ketcham-Van Buren Schools on which to locate a new junior high school in Anacostia.

For the erection of a junior high school building on a site to be purchased for that purpose in the vicinity of the Ketcham-Van Buren Schools in accordance with the plans of the typical junior high school.

DIVISIONS X-XI

ELEMENTARY SCHOOLS

For the purchase of additional land adjoining the Bruce School to provide for the enlargement of that school.

For the erection of an 8-room addition at the Bruce School to replace the old structure, including a combination gymnasium and assembly hall, and the necessary remodeling of the present building to make the Bruce School a 16-room building of modern type.

For the purchase of land adjoining the old John F. Cook site on which to locate a typical 16-room elementary-school building.

For the erection of a 16-room typical elementary-school building on the site of the old John F. Cook School.

DIVISION XIII

ELEMENTARY SCHOOLS

For the purchase of a site in the vicinity of Twentieth and Rosedale Streets Northeast on which to locate a typical elementary-school building.

For the erection of an 8-room extensible building, including a combination gymnasium and assembly hall on a site to be purchased in the vicinity of Twentieth and Rosedale Streets Northeast.

For the erection of an 8-room addition to the Smothers School, including a combination gymnasium and assembly hall, and including the necessary remodeling of the present building.

For the purchase of additional land at the Ambush School for playground purposes.

JUNIOR HIGH SCHOOLS

For the purchase of a site on which to locate a junior high school in the vicinity of Eighteenth Street and Benning Road Northeast.

For the erection of a junior high school on the site to be purchased in accordance with the typical junior high school plans.

SENIOR HIGH SCHOOLS

SEC. 3. The following items for the purchase of land for school sites, athletic fields, and for the construction of buildings for senior high schools are authorized:

For the construction of a second-floor corridor between the old and the new parts of the Armstrong High School, the construction of an additional gymnasium, a hot house, a paint shop, and the necessary remodeling of the present structure.

For the purchase of additional ground adjacent to the McKinley High School.

For the purchase of a site on which to erect a new building for the Cardozo High School.

For the purchase of a site on which to erect a new senior high school in the vicinity of Reno.

For the purchase of a site on which to erect a new senior high school north of Brightwood.

SEC. 4. The phrase used in this act "for the purchase of land adjoining" a given school shall be construed as making possible the purchase of land "in the immediate vicinity of" said school, provided the land now available adjoining a given school shall not be equally available at the time the estimates are made for such purchase.

SEC. 5. Nothing in this act shall be construed as precluding the possibility of the Board of Education submitting, the commissioners and the Bureau of the Budget approving and forwarding, or of Congress appropriating money for an item or items for the purchase of land or for the construction of buildings thereon made necessary in the future by the development of conditions which were not foreseen when this act was passed.

SEC. 6. Estimates of expenditures for buildings and grounds for the public schools of the District of Columbia shall hereafter be prepared in accordance with the provisions of this and the preceding act. Items for buildings and grounds amounting to at least one-fifth of the total estimated cost of the second 5-year school building program act shall annually be submitted by the Board of Education to the District Commissioners, to the Bureau of the Budget, and to the Appropriations Committees of Congress. This amount shall be exclusive of the estimates for buildings and grounds authorized to be appropriated for in the first 5-year school building program act.

SEC. 7. Whenever the Board of Education shall advise the Commissioners of the District of Columbia that any school building authorized for abandonment in the 5-year school building program act approved February 26, 1925, or any school building authorized for abandonment in this act, is no longer needed for public-school purposes; and when, in the judgment of the said commissioners, any of the aforementioned school buildings and land is not needed for

public use by the District of Columbia, the said commissioners are authorized and empowered to sell to the highest bidder at public auction said building and land: *Provided*, That if in the opinion of the said commissioners the highest bid made at any said sale for the land or building thereon is not a full and fair price for the same, the said commissioners shall have the right to reject such bid or bids, and shall have the right to sell said property after due advertisement to the highest bidder under competitive proposals for the purchase of said property; and that the proceeds of the sale of such land and buildings thereon shall be paid into the Treasury of the United States to the credit of the District of Columbia, subject to appropriation for the purchase of school sites and school playgrounds and for the construction of public-school buildings.

SEC 8. This act shall become effective on the first day of July following its passage.

At a later date, namely on April 17, 1929, Congressman Simmons introduced his former bill in revised form, as follows:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in order to provide for the expansion of the public-school facilities of the District of Columbia to cover existing needs and to care for the future growth of the school system by the acquisition of new sites, the enlargement of sites now or hereafter acquired, the erection of new buildings, the enlargement, extension, and major alteration or conversion of buildings now or hereafter erected, the acquisition of sites and erection of structures for athletic fields and school playgrounds either as a part of or separately from school plants and the enlargement of any such or similar sites, and structures, and for any auxiliary buildings or structures deemed essential to make any school plant complete for educational purposes, there is hereby authorized to be appropriated from time to time as the needs of the public-school system may require such sum or sums as in the aggregate will not exceed \$10,000,000.

SEC. 2. The enlargement of sites as provided for in section 1 shall include the property necessary for such purposes whether contiguous to the particular site or sufficiently near it to fulfill the necessities of the school system.

SEC. 3. Such sums as are appropriated under the authority of this act shall be payable out of the combined appropriations from the revenues of the District of Columbia and the Treasury of the United States in the manner provided in the acts making appropriations for carrying out the purposes of this act.

Hearings were not held on any of these bills.

The commissioners did not act on the bill of the Board of Education.

OTHER LEGISLATION

In addition to the legislation prepared by the Board of Education, other laws passed Congress affecting directly or indirectly the school system: One, the so-called diploma mill bill, and the other the healing arts act.

Diploma mill bill.—The diploma mill bill is intended to prevent fraudulent institutions from operating in the District of Columbia. The bill provides that a degree shall not be conferred unless the institution proposing to confer said degree shall have received from the Board of Education of the District of Columbia a license authorizing it to confer said degree. This act places on the Board of Education the responsibility of determining that the institution is managed by persons of good repute; that the quantity and quality of work are up to standard; that the admission requirements are the usual high-school graduation; that the courses offered and the number and qualifications of the members of the faculty are satisfactory; and that the institution possesses suitable classroom, laboratory, and library facilities.

In the discharge of its functions under this act the Board of Education may call on officers of the public-school system of the District of Columbia and bureaus of the Federal Government concerned with educational matters, for such advice and assistance as the Board of Education may from time to time desire to have.

This bill was approved March 2, 1929, and the Board of Education has already issued licenses to a number of institutions giving them authority to confer degrees at the close of the last school year.

Healing arts act.—The healing arts act was approved February 27, 1929, and is intended to regulate the practice of the healing arts in the interests of public health in the District of Columbia. This act is referred to in this report because the commission set up by law for the enforcement of the act includes the superintendent of public schools of the District of Columbia. The other members are the president of the board of commissioners, the United States Commissioner of Education, the United States district attorney for the District of Columbia, and the health officer.

This act is of interest to the Board of Education because, on the one hand, the Board of Education under the so-called "diploma mill bill" has authority to issue or withhold a license for the conferring of the degree of doctor of medicine by any college of medicine in the District of Columbia. On the other hand, it is also the function of the commission on licensure, created under the healing arts act, to concern itself with the establishment of standards for medical schools within the District of Columbia, and to admit or refuse to admit graduates of such institutions to examinations preliminary to entering the practice of medicine in the District. Obviously, the Board of Education and the commission on licensure under the healing arts act have to do with the common problem of standards of medical schools within the District of Columbia.



SECTION V. STATUS OF THE 5-YEAR SCHOOL BUILDING PROGRAM ACT AS OF
OCTOBER 1, 1929

Annually since the 5-year school building program act was approved, the superintendent has reported to the Board of Education in his annual report on the progress made from year to year in putting that legislation into effect. The 5-year school building program act became a law February 26, 1925, which was subsequent to the consideration by Congress of the appropriations bill for the District of Columbia for the fiscal year ending June 30, 1926. The first appropriations under the 5-year school building program act were carried partly in the second deficiency bill for 1925 and partly in the regular appropriations bill for the fiscal year ending June 30, 1926.

While the law itself authorizes a 5-year program, it does not specifically indicate within its language when the beginning or the end of that 5-year period is. The evidence presented in support of the bill clearly indicates that the 5-year school building program was to cover the years 1926, 1927, 1928, 1929, and 1930. Obviously, therefore, the appropriations act for the District of Columbia for the fiscal year ending June 30, 1930, that is this school year, is for the fifth or last year of the period that the school building program bill was intended to cover. Since it was the purpose of the bill to relieve the congested conditions that had accumulated over a period of years and to provide for increased enrollments in elementary and junior and senior high schools during that period, and since the fifth year of that period has been reached, it seems especially desirable to review in detail what has been accomplished under that legislation and also to indicate what still remains to be done under the provisions of that law.

In this connection it must be remembered also that the first 5-year school building program act was not intended to meet any conditions that would arise after July 1, 1930. Obviously, therefore, the people of the District of Columbia are now confronted with the problem of completing the building program authorized in the first 5-year school building program act and also with the necessity of meeting new conditions that will inevitably arise after July 1, 1930. This situation was impressed on the school officials and the Board of Education when they were preparing the school estimates for 1931 last June, which estimates will be presented to Congress by the President next December.

SCHOOL BUILDINGS

The school buildings authorized in the 5-year school building program act approved February 26, 1925, have been classified in the following tables to show the buildings that have been completed and

occupied; appropriated for, with probable date of completion; and not yet appropriated for, with present status:

ELEMENTARY SCHOOL CONSTRUCTION

A. Completed and occupied

School	Division	Number of rooms		Date appropriated for	Date of occupation
		Authorized	Built		
Oyster.....	I	18	18	² 1925	Sept. 20, 1926
Barnard.....	III	¹ 16	8	1926	Do.
Truesdell.....	III	¹ 12	8	1926	Do.
Whittier.....	III	8	8	1926	Do.
Brightwood.....	III	¹ 16	¹ 16	² 1925	Do.
Bell.....	XIII	¹ 16	¹ 8	² 1925	Do.
Burroughs.....	V	18	18	1927	Sept. 19, 1927
Woodridge.....	V	8	8	1927	Do.
Bruce.....	X	18	8	1926	Do.
Petworth.....	III	(1)	(1)	1927	Dec. 13, 1927
West.....	III	(1)	(1)	1927	Jan. 1, 1928
Smothers.....	XI	4	4	1927	Jan. 9, 1928
Barnard.....	III	-----	¹ 8	1928	Sept. 6, 1928
Key.....	I	4	4	1928	Nov. 1, 1928
Wheatley.....	VI	(1)	(1)	1928-29	Dec. 31, 1929
Bryan.....	VII	4	6	1928	Apr. 8, 1929
Bowen, S. J.....	VIII	4	4	1929	Sept. 23, 1929
Takoma.....	III	(1)	(1)	1929	Oct. 1, 1929
Total.....		116	106		

¹ Combination assembly and gymnasium included.

² Second deficiency appropriation bill.

This table should be read in the following manner: In the first division 8 rooms and a combination assembly and gymnasium were authorized in the 5-year school building program act at the Oyster School; the Oyster School was built in accordance with the specifications of the 5-year program; the appropriation for the Oyster School was carried in the second deficiency bill for 1925; and the building was occupied on September 20, 1926.

The elementary school buildings that have been appropriated for, constructed and occupied between September 1, 1926, and October 1, 1929, provide 106 classrooms for elementary school pupils and 9 combination assembly and gymnasiums.

The construction has been carried out as authorized in 14 schools, and has been modified in 4 schools. Modifications of construction as authorized in the 5-year building program act have been made in four schools for the reasons indicated below:

Truesdell School.—Twelve rooms and a combination assembly and gymnasium were authorized to be constructed as an addition to the Truesdell School, consisting of four rooms. In the judgment of the municipal architect and the school officials, after careful investigation of the matter, the four original rooms constituting the Truesdell School should be abandoned, and a 16-room building with an assembly and gymnasium should be constructed in accordance with the type building. Accordingly, eight rooms have been constructed to date, leaving the 4 additional rooms and assembly and gymnasium to be constructed when the four original rooms can be abandoned.

Bell School.—Sixteen rooms and an assembly and gymnasium were authorized as an addition to the Bell School, which consisted of eight

rooms, thereby making a 24-room building. In lieu of 16 rooms, eight rooms have been constructed to date. It is now believed that the eight additional rooms should not be constructed at the new Bell School, but should be transferred to the Anthony Bowen School.

Bruce School.—An 8-room addition, including assembly and gymnasium, was authorized. Improved property had to be purchased for this construction. The location of the alley at the rear of the school, together with the limited additional land purchased, made it impossible to construct the combination assembly and gymnasium with the eight-room addition to this school. The assembly and gymnasium is needed at this school.

Bryan School.—A 4-room addition to this school was authorized on the assumption that this addition would be constructed on the ground at one end or the other of the 12-room structure. In that case additional land would have been necessary. The property to be acquired at either side of the present structure was improved with residences. Instead of purchasing improved property and constructing the four rooms on the ground, six rooms were constructed as a third story. The six rooms, rather than the four rooms, were needed and fully occupied on completion.

B. Appropriated for and probable date of completion

School	Division	Number of rooms		Date appropriated	Probable date of completion
		Authorized	Appropriated		
Burrville.....	XI	18	18	1929	Oct. 19, 1929
Raymond.....	III	18	18	1929	Oct. 23, 1929
Adams.....	IV	124	124	{ 1928, 1929, 1930 }	{ Dec. 1, 1929
Murch.....	I	18	18	1929	Dec. 15, 1929
Morgan.....	X	18	18	1929	Dec. 26, 1929
Powell, W. B.....	III	18	18	1929	Jan. 1, 1930
Bowen, A.....	XIII	12	18	1929	Feb. 1, 1930
Langdon.....	V	116	116	1928	Feb. —, 1930
Buchanan.....	VII	14	14	1930	July 1, 1930
Eaton.....	I	(1)	(1)	1930	Do.
Park View.....	V	8	8	1930	Sept. 1, 1930
Health (colored).....	XII	8	8	1930	(2)
Total.....		112	108		

¹ Combined assembly and gymnasium included.

² Undetermined.

This table should be read in the following manner: In the eleventh division 8 rooms and a combination assembly and gymnasium were authorized in the 5-year school-building program act at the Burrville School; an appropriation was secured in the appropriation act for 1929; the building is to be constructed in accordance with the authorization; and the probable date of completion is October 19, 1929.

The elementary school buildings that have been appropriated for up to October 1, 1929, but have not yet been constructed, provide 108 classrooms for elementary school pupils and 10 combination assembly and gymnasiums. The construction is being carried out in detail as authorized in the 5-year program in all cases except at the Anthony Bowen and Park View Schools.

Anthony Bowen School.—Owing to the transfer of the former building named Anthony Bowen from the use of pupils in Divisions X–XIII to the use of pupils in the eighth division, changes have been necessary in the construction program at the new Bell, old Bell, and Randall Schools. The name Anthony Bowen has been given to the school that will replace the old Bell, and that will ultimately, when an 8-room addition is constructed, replace the Randall Elementary School as authorized in the 5-year school-building program act.

Park View School.—Eight additional classrooms were authorized for the Park View School. This authorization has been modified in the appropriation act in view of the fact that the platoon school organization at Park View required provision for physical training and also for study rooms for pupils rather than regular classrooms. These needed facilities are being provided for in the construction of the addition.

C. Not yet appropriated for and present status

School	Division	Number of rooms		Present status
		Authorized	Not yet appropriated	
Janney.....	I	8	8	Unchanged.
Truesdell.....	III	¹ 12	² 4	To be modified.
Keene.....	III	4	4	Do.
Fourteenth and Kalmia Road.....	III	² 8	² 8	Unchanged.
Bancroft.....	III	8	8	To be modified.
Abbot.....	IV	8	8	To be abandoned.
Kenilworth.....	VI	4	4	To be transferred.
Lenox.....	VII	4	4	Do.
Fairbrother.....	VIII	² 12	² 12	To be modified.
Bruce.....	X	¹ 8	(²)	Unchanged.
Military Road.....	X	4	4	To be transferred.
Phillips.....	X	² 8	² 8	To be abandoned.
Reno.....	X	4	4	To be transferred.
Garrison.....	X	² 8	² 8	Unchanged.
Deanwood.....	XI	² 8	² 8	Do.
Crummell.....	XI	6	6	To be transferred.
Douglass-Simmons.....	XII	(²)	(²)	Unchanged.
Giddings-Lincoln.....	XIII	² 16	² 16	Do.
Bowen, Anthony.....	XIII	² 12	4	To be modified.
Birney.....	XIII	8	8	Unchanged.
Lovejoy.....	XIII	(²)	(²)	Do.
Bell.....	XIII	¹ ² 16	8	To be transferred.
Lovejoy.....	XIII	8	8	Do.
Syphax.....	XIII	4	4	Unchanged.
Total.....		178	146	
Less Phillips.....			8	
Net total.....			138	

¹ Included also in Table A, p. 68.

² Combination assembly and gymnasium included.

³ Included also in Table B, p. 69.

This table should be read in the following manner: In the first division eight rooms were authorized at the Janney School to replace the old Tenley School; no appropriation has yet been made for this purpose; and the necessity for this appropriation remains unchanged.

Abbot School.—While it is contemplated that the 8-room building to replace the present Abbot School will be abandoned as indicated in the report to the Board of Education of June 12, 1929 (see p. 76); nevertheless the increased annual enrollment over and

above the estimate may make it necessary to consider the transfer of this item to some other location in the city.

Phillips School.—The 8-room addition and assembly and gymnasium proposed for the Phillips School has been abandoned as a project, the addition to the Francis Junior High School making such an addition unnecessary.

The elementary school buildings or additions to buildings that have not yet been appropriated for as of October 1, 1929, would provide 146 classrooms for elementary school pupils and 10 combination assembly-gymnasiums. From this total of 146 classrooms should be deducted the 8 rooms at the Phillips School, which have been abandoned, leaving 138 classrooms and 9 combination assembly-gymnasiums to be provided. This assumes that the probability is that the construction of the 8 rooms proposed at the Abbot School will be required elsewhere.

An explanation of the present status of each project will be found in a special report made by the superintendent to the Board of Education on June 12, 1929 (see pp. 76-78).

JUNIOR HIGH-SCHOOL CONSTRUCTION

A. Completed and occupied

School	Division	Number of elementary rooms		Provision for senior high pupils		Date appropriated for	Date of occupation
		Authorized	Built	Authorized	Built		
Randall.....	XIII	3	3	75	75	1925 ¹	Feb. 7, 1927
Stuart.....	VI	12	12	225	225	1926	May 24, 1927
Francis.....	X	12	12	225	225	1926, 1927	Feb. 28, 1927
Macfarland.....	III	12	6	200	100	1925 ¹ and 1927	Mar. 29, 1927
Hine.....	VII	7	7	70	70	1927	Sept. 19, 1927
Langley.....	V	9	9	150	150	1927, 1928	Feb. 1, 1928
Gordon.....	I	12	12	225	225	do.	Nov. 3, 1928
Garnet-Patterson.....	XI	12	12	225	225	do.	Dec. 19, 1928
Total.....		79	73	1,395	1,295		

¹ Second deficiency appropriation bill.

This table should be read in the following manner: In the thirteenth division an addition to the Randall Junior High School was authorized in the 5-year school building program act to provide 3 additional classrooms for elementary school pupils and accommodations for 75 senior high school pupils; the appropriation for this addition was carried in the second deficiency for 1925; the addition was constructed in accordance with the authorization; and the building was completed and occupied on February 7, 1927.

The construction of authorized junior high schools has proceeded in accordance with the original plans.

Stuart Junior High School.—This item for the construction of the original building for the Stuart Junior High School was carried in the report in support of the 5-year school building program bill (see p. 15 of said report), but was not carried in the 5-year school building program act.

Macfarland Junior High School.—The apparent difference between authorization and construction comes about from the fact that the

5-year school building program act authorizes the construction of two wings, each of which was to provide 6 additional classrooms for elementary school pupils and accommodations for 100 senior high school pupils. Since it was intended that only one of these wings should be built during the 5-year period, the estimated cost of one wing only was included in the total estimated cost of \$20,185,000, covering the 5-year program. The law authorized two wings at Macfarland because that school is indicated as the typical junior high school building.

B. Appropriated for and probable date of completion

School	Division	Number of elementary rooms		Provision for senior high pupils		Date appropriated	Probable date of completion
		Authorized	Appropriated	Authorized	Appropriated		
Francis.....	X	0	6	0	100	1929.....	Oct. —, 1929
Paul.....	III	12	12	225	225	1928, 1929, 1930.	Dec. 1, 1929
Eliot.....	VI	12	12	225	225	1930 ¹	Jan. 1, 1931
Deal.....	I	12	12	225	225	1930.....	July 1, 1931
Total.....		36	42	675	775		

¹ Initial appropriation only.

This table should be read in the following manner: The 5-year school building program act did not authorize an addition to the Francis Junior High School in Division X; but an addition to that school was appropriated for in the appropriations act for 1929, providing 6 classrooms for elementary school pupils and accommodations for 100 senior high-school pupils; and the building will be constructed and occupied by October, 1929.

Francis Junior High School.—The addition to the Francis Junior High School, completed in October, 1929, will make it possible to abandon the proposed 8-room addition to the Phillips School (see p. 72).

C. Not yet appropriated for and present status

School	Division	Number of elementary rooms		Provision for senior high pupils		Present status
		Authorized	Not yet appropriated	Authorized	Not yet appropriated	
Macfarland.....	III	¹ 12	6	¹ 200	100	Unchanged.
Brookland-Woodridge.....	V	12	12	225	225	Do.
Stuart.....	VI	12	12	225	225	Do.
Jefferson.....	VIII	12	12	225	225	Do.
Total.....		48	42	875	775	

¹ Included also in Table A, p. 71.

This table should be read in the following manner: The 5-year school building program act authorized an addition or additions to the Macfarland Junior High School, located in the third division, to accommodate 12 classes for elementary school pupils and provide

for 200 senior high school pupils; only one of the two wings authorized has been appropriated for, leaving one wing yet to be appropriated for; and in the judgment of the school officials and the Board of Education the additional wing authorized is necessary.

Vocational school construction

School	Number of rooms		Date appropriated for	Date of occupation
	Authorized	Built		
Margaret Murray Washington Vocational School for Girls....	8	8	1928	Dec. 13, 1928

The 5-year school building program act authorized the construction of an 8-room addition to the Margaret Murray Washington Vocational School for Girls. The appropriations act for 1928 carried an appropriation for this addition, and the addition was completed and occupied on December 13, 1928.

The authorizations carried in the 5-year school building program act relating to the vocational schools have been carried out.

SENIOR HIGH SCHOOL CONSTRUCTION

A. Completed and occupied

School	Provision for senior high pupils	Date appropriated	Date completed
McKinley.....	1, 800	¹ 1925	Sept. 14, 1928

¹Second deficiency appropriation bill 1928-29.

The 5-year school building program act provided for the erection of a new building for the McKinley High School. Appropriations were made in the second deficiency for 1925 and the appropriations acts for 1928 and 1929 for the construction of that building. The building was originally estimated to accommodate 1,800 pupils, but on December 3, 1928, it was estimated that the building as erected would accommodate 2,300 pupils. The building was completed and occupied on September 14, 1928.

B. Appropriated for and probable date of completion

School	Provision for senior high pupils	Date appropriated for	Probable date of completion
Dunbar stadium.....	0	1930	Jan. 1, 1930.
McKinley stadium.....	0	1929	May 30, 1930.
Western stadium.....	0	¹ 1928	Undetermined.
Roosevelt.....	1, 500	² 1930	Jan. 1, 1932.
Total.....	1, 500		

¹ Second deficiency appropriation bill.

² Initial appropriation only.

While the 5-year school building program act authorizes the construction of a stadium at Dunbar, McKinley, and Western, the estimated cost of such facilities was not included in the \$20,000,000 estimate of the cost of the program. At the time when the 5-year school building program act was prepared, the Board of Education had no information before it on which to base an estimate of cost.

Dunbar stadium.—The Dunbar stadium was appropriated for in the appropriations act for 1930, and is to be constructed by January 1, 1930, according to the latest information furnished by the municipal architect.

McKinley stadium.—The appropriations act for 1929 carried an appropriation for the construction of a stadium, and it is estimated that it will be completed by May 30, 1930.

Western stadium.—The second deficiency appropriations act for 1928 carried an appropriation of \$45,000 for beginning the grading of the ground already owned, and the construction of the facilities for a stadium at the Western High School. The appropriation carried certain legislative provisions regarding the closing of streets, which the commissioners have found it impossible to comply with; hence the appropriation has not been expended, and the balance of the estimated cost remains to be appropriated.

Roosevelt High School.—The 5-year school building program act authorized the construction of a new building to be occupied by the Business High School. This new building will be known as the Roosevelt High School. It is planned for completion on January 1, 1932. It is planned to accommodate 1,500 pupils.

LAND ITEMS

The land items authorized to be purchased in the 5-year school building program act approved February 26, 1925, have been classified in the following tables to show the land that has been:

- (a) Purchased.
- (b) Appropriated for and not yet purchased.
- (c) Not appropriated for.

A. PURCHASED

Elementary schools

Murch site.
Key site.
Eaton playground.
Jackson playground.
Wesley Heights site.
Brown site and playground.
Morgan playground.
Truesdell site.
Brightwood site.
Johnson playground (part).
Fourteenth and Kalmia Road site.
Adams site.
Woodridge site.
Langdon site.
Eckington playground.

Twelfth and Rhode Island Avenue site
Benning playground (part).
Wheatley playground.
Carbery playground.
Peabody playground.
Ketcham-Van Buren playground.
Bruce site.
Wormley Playground.
Montgomery playground.
Health (colored) site.
Giddings-Lincoln site (part).
Anthony Bowen site.¹
Bell site.
Platoon School (colored) site.¹

¹ Not included in the 5-year program.

Vocational schools

Margaret Murray Washington site.

Junior high schools

Gordon site.
Deal site.
Paul site.

Brookland-Woodridge site.
Elliot site.
Garnet-Patterson site.

Senior high schools

Dunbar athletic field.

B. APPROPRIATED FOR AND NOT YET PURCHASED

Elementary schools

Connecticut Avenue and Upton Street
site.
Fourteenth and Ogden Streets site.

Sixteenth and Webster Streets site.
Stevens playground.
Banneker playground.

While an appropriation was made for the purchase of land at Fourteenth and Ogden Streets and at Sixteenth and Webster Streets, both of these projects have been abandoned and the appropriations devoted to the purchase of other sites authorized in the 5-year school building program act.

C. NOT YET APPROPRIATED FOR

Elementary schools

Addison playground.
Foxhall Road and Calvert Street site.
Hubbard playground.
Petworth playground.
Abbot site.
Brookland playground.
Michigan Avenue site.
Ludlow playground.
Lenox site.
Cranch playground.
Fairbrother site.
Toner playground.

Wilson site.
Garrison site.
Sumner-Magruder playground.
Smothers site.
Slater-Langston playground.
Deanwood site and playground.
Douglass-Simmons playground.
Jones playground.
Birney site.
Lovejoy site.
Payne playground.

Junior high school

Jefferson site.

Senior high school

Armstrong site.

It is contemplated that certain land items in this list will be purchased out of lump sum appropriations that are available for that purpose.

REVIEW OF REMAINING ITEMS IN 5-YEAR PROGRAM

On June 12, 1929, the superintendent reported to the board on the list of items for land and buildings in the 5-year program not yet appropriated for. The report of the superintendent to the board is included herewith.

LADIES AND GENTLEMEN: I desire to place before you a report on the list of items for land and buildings authorized in the 5-year school building program act approved February 26, 1925, for which appropriations have not yet been made, with my recommendation regarding these items classified under four headings.

- (a) Projects to be abandoned.
- (c) Projects to be modified.
- (b) Projects to be transferred elsewhere.
- (d) Projects that remain unchanged.

(A) PROJECTS TO BE ABANDONED

I recommend the abandonment of the following projects for the reasons indicated.

School	Item	Reasons
Abbot.....	Site and 8-room building.	The Abbot building has already been abandoned for elementary school purposes, and is now being used for vocational school purposes. No elementary school is necessary in this locality because of the commercial development, and hence the item as such is being abandoned. The transfer of this item to some other congested area of the city must be considered in the near future.
Ludlow.....	Playground.....	Land contemplated to be purchased is no longer available.
Phillips.....	8-room addition.....	The opening and expansion of the Francis Junior High School and the shifting racial population make this contemplated addition unnecessary.
Sumner-Magruder....	Playground.....	The increased cost of the contemplated land, owing to its location in the commercial zone, prompts the abandonment of this project.
Smothers.....	Land for addition....	The amount of land originally purchased appears to be sufficient for the extension of the Smothers School.
Wilson.....do.....	The transfer of the Morgan School to Divisions X-XIII and the construction of an addition thereto make the land for an addition to the Wilson School unnecessary.

(B) PROJECTS TO BE TRANSFERRED ELSEWHERE

I recommend the transfer of the following projects to other locations for the reasons indicated. In my judgment these projects can not be abandoned; because the school children whom these buildings were designed to accommodate are attending the public schools, but in other sections of the city..

School	Item	Reasons
Kenilworth.....	4-room addition.....	The contemplated increase in white school population at the Kenilworth school has not materialized. This project should probably be transferred to the colored schools.
Lenox.....	Site and 4-room addition.	The building was constructed in 1889, and a committee appointed to inspect it reported against building an addition. The project should be transferred to a school in Anacostia.
Military Road.....	4-room addition.....	Owing to change in school population, these 4 rooms should be transferred, perhaps to the vicinity of Bates Road.
Reno.....	4-room addition.....	Owing to changes in the development of the Reno section, 4 additional rooms for colored pupils will not be needed at this point but will probably be needed at the Smothers or Deanwood.
Crummell.....	6-room addition.....	It is expected that the establishment of a platoon school north of Benning Road will make these 6 rooms at the Crummell unnecessary.
New Bell.....	8-room addition.....	The transfer of the Anthony Bowen School to the use of white pupils, the construction of the 16 rooms at the new Bell School, the opening of the Randall Junior High School, and the proposed abandonment of the 12 rooms at the old Randall have all affected this project. It is now believed that 8 additional rooms should not be constructed at the new Bell School, but should be transferred to the old Bell-Cardozo (Randall) project, for which initial appropriations have already been made.
Vicinity of Lovejoy...	Site and 8-room building.	The platoon school project north of Benning Road is a satisfactory substitute for this project.

(C) PROJECTS TO BE MODIFIED

I recommend that the modifications indicated be made in the following items:

School	Project authorized	Proposed modification
Truesdell.....	4-room addition.....	The 4 original rooms of the Brightwood Park School (Truesdell) can not, in the judgment of the municipal architect and the school officials, be enlarged to provide for the 4 additional rooms authorized. It is recommended that the 4 existing rooms be abandoned, and in lieu of the construction of 4 rooms, that 8 rooms of modern type be constructed.
Keene.....	4-room addition.....	The site of the present 4-room Keene School is inadequate in size and unsatisfactory in contour. The present building is not susceptible to extension. It is therefore recommended that a new site be purchased in the immediate vicinity and a modern 8-room building be constructed thereon.
Bancroft.....	8-room addition.....	Owing to the nature of the site and the foundations of the present structure, a third story can not be constructed at the Bancroft School. It is proposed to modify this project by the purchase of additional ground, in order that the addition may be constructed to the east of the present structure.
Fairbrother.....	12-room addition.....	This addition contemplated the abandonment of the Bradley School. The Board of Education has agreed with the patrons of the Bradley School to the postponement of the construction of this addition as long as the patrons of the school prefer to continue to use that old building.
Old Bell-Cardozo.....	Replacement.....	The legislation authorizes the construction of a 12-room building to replace the Randall (Cardozo). The necessity for vacating the old Bell, still in use, has resulted in a consolidation of these two items.

(D) PROJECTS THAT REMAIN UNCHANGED

I recommend that appropriations be sought for the carrying out of the following projects authorized in the 5-year school building program act. A review of the situation with the assistant superintendents indicates that the development of the school system contemplated by these authorizations is necessary.

School	Project
Janney.....	8-room addition.
Addison.....	Playground.
Foxhall Road and Calvert Street.....	Site.
Wesley Heights.....	Do.
Hubbard.....	Playground.
Johnson.....	Do.
Petworth.....	Do.
Fourteenth and Kalmia Road.....	8-room building with assembly and gymnasium.
Macfarland Junior High.....	1-wing addition.
Brookland.....	Playground.
Michigan Avenue.....	Site.
Brookland-Woodridge Junior High.....	Building.
Benning.....	Playground.
Stuart Junior High.....	2-wing addition.
Cranch.....	Playground.
Fairbrother.....	Site.
Toner.....	Playground.
Jefferson Junior High.....	Site.
Do.....	Replacement.
Bruce.....	Assembly and gymnasium.
Garrison.....	Site.
Do.....	8-room addition with assembly and gymnasium.
Deanwood.....	Do.
Slater-Langston.....	Playground.
Deanwood.....	Site and playground.
Douglass-Simmons.....	Playground.
Do.....	Assembly and gymnasium
Jones.....	Playground.
Giddings-Lincoln.....	Site.
Do.....	16-room replacement.
Birney.....	Site.
Do.....	8-room addition.
Lovejoy.....	Assembly and gymnasium.
Payne.....	Playground.
Syphax.....	4-room addition.
Armstrong High.....	Site.
Western High.....	Additional amount for fitting up athletic field.

The aforementioned recommendations are based upon present conditions. The development of unforeseen conditions would naturally prompt my reconsideration of the above recommendations, as budget estimates are prepared by the Board of Education.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

RECAPITULATION AND SUMMARY OF PROGRESS TO DATE IN RELATION TO THE PURPOSE OF THE ACT

The 5-year school building program act approved February 26, 1925, authorizes the construction of the following building accommodations:

Elementary schools:

358 classrooms.

28 assembly-gymnasiums.

Junior high schools:

151 classrooms for elementary-school pupils.

2,754 pupils of high-school grade.

Senior high schools: 3,300 pupils.

Vocational schools: 8 classrooms.

The preceding pages of section V contain a review of the 5-year school building program and show the construction completed, appropriated for, and not yet appropriated for, as follows:

COMPLETED AND OCCUPIED

Elementary schools:

106 classrooms.

10 assembly-gymnasiums.

Junior high schools:

73 classrooms for elementary-school pupils.

1,295 pupils of high-school grade.

Senior high schools: 1,800 pupils (McKinley).

Vocational schools: 8 classrooms (Margaret Murray Washington).

APPROPRIATED FOR AND NOT YET COMPLETED

Elementary schools:

108 classrooms.

10 assembly-gymnasiums.

Junior high schools:

42 classrooms for elementary-school pupils.

775 pupils of high-school grade.

Senior high schools: 1,500 pupils (Roosevelt).

CONSTRUCTION YET TO BE APPROPRIATED FOR

Elementary schools:

138 classrooms.

9 assembly-gymnasiums.

Junior high schools:

42 classrooms for elementary-school pupils.

775 pupils of high-school grade.

Senior high schools: None.

PURPOSE OF THE ACT

The purpose of the first 5-year school building program act as stated in its preamble is as follows:

That it is the purpose of this act, which shall hereafter be known as the 5-year school building program act, to provide a sufficient number of school buildings to make it possible: To abandon all portables; to eliminate the use of rented buildings; to abandon the use of undesirable rooms; to reduce elementary school classes to a standard of not more than 40 pupils per class; to provide a 5-hour day of instruction for elementary school pupils, thereby eliminating part-time classes; to abandon all school buildings recommended for immediate or early abandonment in 1908; to abandon other school buildings which have become unfit for further use since 1908; to provide a full day of instruction for high-school pupils, thereby eliminating the "double shift" program in the high schools; to provide for the annual increase in enrollment of pupils during said 5-year period; and in general, to provide in the District of Columbia a program of schoolhouse construction which shall exemplify the best in schoolhouse planning, schoolhouse construction, and educational accommodations.

This act was intended to make up during that same period for the accumulated shortages of schoolhouse accommodations in elementary and junior high schools and to take care of the annual increase in enrollment over a 5-year period.

The accumulated shortages of schoolhouse accommodations was a computed fact based on a careful survey of the school system as of November 1 in the years 1920, 1921, 1922, 1923, and 1924.

The annual increase in enrollment for the 5-year period is of course an estimated figure. The estimate was based on the growth in school population from 1913 to 1924.

In considering the estimated increase in enrollment, on which the program of schoolhouse construction was based, it will be desirable to quote certain statements from the report submitted to the Senate Committee on the District of Columbia by the superintendent of schools in explanation of the first 5-year school building program bill.

ROOMS NEEDED ANNUALLY FOR INCREASED ENROLLMENT

The average annual increase in number of pupils attending the elementary schools from 1914 through 1920 is 788 pupils.

The average annual increase in number of pupils attending the elementary schools from 1920 through 1924 is 802 pupils.

The average annual increase for the whole period—that is, from 1914 through 1924—is 793 pupils.

Any adequate building program must make provision for an increased enrollment in the elementary schools of 800 pupils per year. This means that 20 additional classrooms should be opened each year.

The following statement is taken from the same report, page 27, relating to the annual increase in high-school enrollment.

The average annual increase in enrollment in high schools from 1913 to 1920 was 245 pupils; from 1920 to 1924 it was 927 pupils; and for the whole period it was 492 pupils.

The striking increase in enrollment during the past few years may or may not continue in the immediate future. Perhaps an increase of 927 pupils per year may not be anticipated; certainly an increase of 492 pupils per year is too low to use as a basis for computing future needs. Considered from all points of view, it would appear that adequate preparation for increased enrollment will require increased accommodations each year for at least 750 high-school pupils. This figure is used in the estimates for a 5-year program.

The following statement taken from the same report, page 2, will also be of interest in connection with the comparison of estimated increase in enrollment with actual increase in enrollment.

On November 1, 1924, when the last study was made, certain buildings were in process of construction, others had been estimated for, and still others were to be converted to other school purposes. These changes in schoolhouse accommodations will be accounted for in the detailed analyses of the situation in each school division of the city.

In arriving at the number of classrooms needed to take care of increased enrollment and to make up for accumulated shortage, the increased enrollment and the resultant increase of congestion during the school year 1924-25 have not been included in the computation. It has been the desire to present a conservative statement and not an extravagant statement. The inevitable increase in enrollment in the school year 1924-25 may be taken as a margin of conservatism.

If the estimated annual increase in enrollment during the next five years materializes, the program of schoolhouse construction as outlined herein will be insufficient to the extent of one year's development. If, on the other hand, the increased enrollment does not materialize during the next five years, the building program can be modified accordingly as the yearly appropriations are made.

The progress made to date in relation to the purpose of the act will be discussed first for the elementary schools and second for the senior high schools.

SHORTAGES IN ELEMENTARY SCHOOLS

The purpose of the act is stated in language based upon the annual survey made by the superintendent of schools as of November 1, covering capacity of schools and congestion. Comparison of the conditions as of November 1, 1924, with the conditions as they existed on November 1, 1928, is set up in the following tabulation:

	1924	1928	Class rooms needed	
			Nov. 1, 1924	Nov. 1, 1928
To eliminate portables:				
Elementary schools.....	57	66		
Vocational schools.....	0	3		
Junior high schools.....	6	6		
Senior high schools.....	13	0	76	75
To eliminate rented quarters:				
Elementary schools.....	24	19		
Vocational schools.....	0	1	24	20
To eliminate undesirable rooms: Elementary schools.....			30	16
To reduce oversize classes: Elementary schools.....			40	37
To eliminate part-time classes: Elementary schools.....			129	83
To abandon buildings recommended:				
For immediate abandonment in 1908.....	12	4		
For early abandonment in 1908.....	90	90	102	94
To abandon other buildings now unfit for use.....			66	46
Total.....			467	371

The above tabulation is based exclusively on congestion and does not include the buildings required for the 5-year period resulting from increase in enrollment.

Except as to portables in vocational, junior, and senior high schools, all of the above table relates to elementary schools exclusively.

ANNUAL INCREASE IN ENROLLMENT IN ELEMENTARY SCHOOLS

The following tables institute a comparison between the estimated increase in enrollment with the actual increase in enrollment in the elementary schools and in the high schools:

Elementary schools

Year	Estimated increase in enrollment	Actual increase in enrollment	Comparison of estimate with actual
1925-26	800	1,606	+806
1926-27	800	1,600	+800
1927-28	800	885	+85
1928-29	800	480	-320
1929-30	800	-----	-----
Total	4,000	-----	-----
Average	800	1,143	-----

Obviously, in October, 1929, it is impossible to make any comparison of the actual increase in enrollment in the school year 1929-30. The figures for the first four years of the 5-year period show that whereas the estimated increase in enrollment was 800 pupils per year, the actual increase in enrollment for the 4-year period averages 1,143 pupils per year. Instead, therefore, of 20 classrooms each year for a 4-year period, or a total of 80 classrooms, the increased enrollment during that 4-year period required annually 28 or 29 classrooms, or a total of 114 classrooms for the 4-year period.

Stated in another way, the estimated need of elementary-school classrooms was too low by 14 rooms plus whatever rooms would be required to care for the actual increase in enrollment for the school year 1929-30.

SHORTAGES IN SENIOR HIGH SCHOOLS

On November 1, 1924, the net shortage in schoolhouse accommodations for senior high-school pupils, after deducting the accommodations for which appropriations have been made, was found to be the accommodations for 1,521 pupils. The excess enrollment of 1,521 pupils in high schools necessitated a double-shift program in the Business High School, the Central High School, and the Western High School.

The construction of the new McKinley High School building, providing accommodations for 1,800 pupils, and the construction of several junior high schools, estimated to accommodate 1,295 senior high-school pupils, gives a total accommodation for 3,095 pupils. This has made it possible to eliminate the double-shift program in all high schools.

Annual increase in enrollment in senior high schools

Year	Estimated increase in enrollment	Actual increase in enrollment	Comparison of estimate with actual
1925-26	750	201	-549
1926-27	750	-90	-840
1927-28	750	853	+103
1928-29	750	900	+150
1929-30	750	-----	-----
Total	3,750	-----	-----
Average	750	466	-----

The estimated increase in enrollment for the 5-year period was 750 pupils per year, or a total for the 5-year period of 3,750 pupils. The actual increase in enrollment for the first four years of the 5-year period gives an average of only 466 pupils per year and an actual increase in enrollment for the 4-year period of 1,864 pupils.

